



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

**INSTITUTE OF MANAGEMENT STUDIES, CAREER
DEVELOPMENT AND RESEARCH, AHMEDNAGAR**

IMSCDR, IMS CAMPUS, STATION ROAD, AHMEDNAGAR 414001

MAHARASHTRA

414001

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Bhaskar Pandurang Hivale Education (B.P.H.E.) Society has three Institutions under its umbrella: Ahmednagar College, Centre for Studies in Rural Development – Institute of Social Work & Research (CSR-D-ISWR) and Institute of Management Studies, Career Development & Research (IMSCD&R). IMSCD&R was established in the year 1990 and the management courses were transferred from Ahmednagar College to IMSCD&R.

IMSCD&R is a self-financed Christian Minority Institute. IMSCD&R is affiliated to University of Pune now known as Savitribai Phule Pune University (SPPU) and recognized by All India Council for Technical Education (AICTE), New Delhi. IMSCD&R offers five University level Post-Graduate Programmes in Management and Information Technology including Ph. D Programme in Management. IMSCD&R also offers numerous Institute level Programmes to cater to the changing needs of the society. IMSCD&R has reputation for need based and novel educational Programmes, interactive teaching methodology, strong industry interface, meticulous research, meaningful consultancy, community-oriented activities, state of art infrastructure, student development initiatives, visionary leadership, fair and transparent governance and innovative practices. IMSCD&R has been one of the first management institute to get the ISO 9001:2000 Certification. MBA Programme of IMSCD&R has been accredited in the past by National Board of Accreditation (NBA), New Delhi. IMSCD&R imparts leading knowledge, develops appropriate attitude, skills and competencies to meet corporate and organizational requirements. IMSCD&R conducts various academic, co-curricular and extracurricular activities to develop overall personality of students. IMSCD&R also conducts various extension activities for students so as to make them responsible citizens.

Vision

B.P.H.E. Society's Mottos: The philosophy of the B.P.H.E. Society is contained in its three mottos.

Not Things but Men

I Dare You

Ye Shall Know the Truth

Vision of IMSCD&R:

'To create world class Management Institute'

Mission

Mission of IMSCD&R: **'To provide equal opportunity for quality education for students from diverse backgrounds, which will help to enrich themselves and make them responsible citizens of India and the**

world’.

Quality Policy: ‘We are committed to impart to our students leading knowledge and experience for developing appropriate attitude, skills and competency to meet the corporate and organisational requirements’.

Organisational Values: IMSCD&R practices following values:

1. Inclusive Policy
2. Fairness
3. Transparency
4. Secularism
5. Rural and Local Focus
6. Nation Building

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- As part of B.P.H.E. Society which has long and glorious history of quality education and social service, IMSCD&R has long experience and reputation for quality education.
- Visionary academicians as leaders who practice decentralization and participative management.
- MBA Programme of IMSCD&R has been accredited by National Board of Accreditation (NBA) in the past.
- Honoured by ‘**Best Institute Award**’ by S. P. Pune University.
- Locational advantage as it is located in district headquarters. It is located in the heart of city and on highway and is near to both railway station and S.T. stand.
- State-of-art physical infrastructure.
- Has in-campus girls’ hostel. IMSCD&R also has boys’ hostel.
- Library has huge collection of wide range of books and journals, periodicals, e-resources and other learning material.
- Qualified, competent, experienced and permanent faculty and staff members.
- Good culture and conducive environment for teaching-learning and development.
- Offers ‘Value Addition Programme’ to students over and above University prescribed syllabus.
- Faculty members use innovative, dynamic, interactive and ICT based teaching methods for making teaching-learning meaningful, understandable and interesting.
- Conducts various co-curricular, extra-curricular and extension activities for developing overall personality of students and making them responsible citizens of the country.
- Conducts counselling and mentoring sessions for students and provides them the guidance for problem solving and career development.
- Excellent academic results.
- Placement Cell which provides placement support to students.
- Good relationship with stakeholders – students, alumni, parents, faculty and staff members, employers/industries, regulatory agencies etc.
- Good relation with academic institutions, professional organizations business organizations, government organizations and non-government organizations.
- Ph.D. Research Centre in Management approved by S. P. Pune University.
- Regular participation NIRF India Rankings.

- Proactive in implementing NEP 2020.
- Started Skill Enhancement and Entrepreneurship Development Centre to undertake various value addition and skill based courses as well as promoting new and women entrepreneurs.

Institutional Weakness

- Does not have separate faculty for student development initiatives.
- Needs to further strengthen its placement activities.
- Needs to develop more close relationship with alumni.
- Needs to have an international tie-up for its academic and research activities.
- Needs to take up more programs and activities to ensure full utilization of its infrastructure.

Institutional Opportunity

- Institute has earned reputation in the society by imparting quality education which can be tapped by launching more professional and need-based courses.
- The good relationship with stakeholders and various organizations can be utilized for strengthening research, consultancy activities.
- There is an opportunity to enhance entrepreneurship development activities.
- There is an opportunity to have faculty and students exchange Programmes.
- There is a scope for more collaborations, including international tie-ups.
- There is scope of conducting more skill based programs especially those supported and promoted by NSDC.

Institutional Challenge

- Competition from other educational institutions, both local and foreign.
- The trend towards distance education and e-learning.
- Regulatory framework which is ever changing.
- Rising cost of education.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The vision and mission statements of IMSCD&R are stated in crystal clear words which spell out strategic intent of the Institution. These statements reflect the distinctive characteristics of IMSCD&R and are effectively communicated to all the stakeholders. The academic programmes are offered by IMSCD&R so as to

realize the vision, mission and objectives. All the programmes of IMSCD&R are self-financed. Based on the need of society and environmental trends IMSCD&R offers numerous programmes. IMSCD&R offers Five Post-Graduate University Level Programmes in Management and Information Technology including Ph. D. Programme. There are provisions with reference to academic flexibility, value addition and course enrichment. IMSCD&R has developed 'Value Addition Programme' based on the expectations of the industry which is offered to the students over and above prescribed syllabus so as to increase their employability. IMSCD&R obtains feedback from the stakeholders to understand their need and expectations regarding curriculum. The feedback is used in the curriculum design and revision at both University and Institute level. Although the curriculum is approved and given by Pune University, IMSCD&R and its faculty members actively participate in preparation and revision of curriculum. IMSCD&R has implemented Choice Based Credit System (CBCS) for its University programmes. IMSCD&R has promoted Skill Enhancement and Entrepreneurship Development Centre (SEED-C) which plans and conducts various certificate courses depending on needs and demand of the society. IMSCD&R also offers various Institute Level add-on programmes to cater to the changing needs of the society. Academic Calendar is prepared annually and all efforts are made to implement the planned activities. Institute has facilitated online courses under MOOC. It has also introduced subjects relevant as per NEP 2020.

Teaching-learning and Evaluation

IMSCD&R is committed to provide equal opportunity for quality education for students from diverse backgrounds, which will enrich themselves and make them responsible citizens of India and the world. Although IMSCD&R is minority institute, substantial numbers of students are admitted from reserved categories. IMSCD&R gives wide publicity to admission process and follows fair and transparent admission process as per the guidelines of regulatory bodies. To cater to diverse needs of learners, IMSCD&R provides rich learning experience, with special attention to slow and advance learners and overall development of students' personality. Teaching learning process is extremely focused and well structured. Teaching learning process is tuned to industry expectations and matched with mission, objectives and quality policy of IMSCD&R. IMSCD&R provides leading knowledge, experience and develops competency, skill and appropriate attitude amongst students. Learning is made student centric so that they acquire lifelong learning. Faculty members use innovative, interactive and ICT enabled teaching methods so as to make education meaningful, interesting and understandable. Students – Faculty Ratio is as per norms required. All faculties employed are fulltime teachers with substantial teaching experience. IMSCD&R monitors progress of students through continuous, fair and transparent evaluation procedure. Faculty members are employed based on their qualifications, knowledge, skills and experience. IMSCD&R encourages professional development of faculties for improving quality of education. Programme outcomes and programme objectives of each subject taught are clearly stated for benefit of stakeholders including students. IMSCD&R obtains feedback from students about teaching and uses it for quality improvement. Institute has a transparent assessment system and an efficient grievance redressal system.

Research, Innovations and Extension

IMSCD&R inculcates research culture amongst faculty and students by providing research facilities and conducting various research activities. IMSCD&R is an approved Ph. D. Research Centre in Management of S. P. Pune University. There are Eight Research Guides at IMS Research Centre. Eighteen (18) research students have successfully completed Ph. D. from the centre in last five years. Presently, 24 research students are pursuing Ph.D. at IMS Research Centre. IMSCD&R publishes blind fold peer reviewed research journal

periodically called 'Indian Journal of Current Trends in Management Sciences (ISSN: 09761845)'. IMSCD&R also publishes working paper series of various faculties. IMSCD&R publishes student research publication periodically called 'Prayas' A Students Research Publication (ISSN: 22496971)'. There are two ongoing research projects undertaken by faculties with funding upto Rs. 6,00,000/-. Faculty members have published numerous research papers / articles in UGC CARE and other journals and conference proceedings. Institute has one patent published with Government of India. IMSCD&R has code of ethics and mechanism to check malpractices and plagiarism in research. IMSCD&R provides consultancy services to various organizations. IMSCD&R promotes college-neighborhood network to conduct various extension activities. IMSCD&R conducts collaborative activities with various academic Institutions, business, professional, Government and Non-Government organisations. Considerable number of faculties has received awards and recognitions for their contributions in different fields. IMSCD&R carries out extension activities throughout the year involving its staff, students, alumni and members of society. Specific programmes are undertaken which directly contribute to well-being of society. It has tied-up with MITCON and DeAsra Foundation for promoting entrepreneurship and carrying out social activities. Institute received recognition from Police Department for activities carried out during COVID period.

Infrastructure and Learning Resources

IMSCD&R has a state of art physical infrastructure spread across 2.62 acres of land. IMSCD&R has adequate infrastructural facilities for academic, co-curricular & extra-curricular activities. IMSCD&R is housed in threestoried building and additional SEED-C building. All this accommodating fifteen classrooms, three tutorial rooms, Learning Resource Centre (central library), computer centre, four computer Labs (including Wi-Fi Lab and Language Lab), three seminar halls, Administrative Office, staff rooms, etc. All the 276 computers are connected in network and have more than 300 mbps broadband internet facility. IMSCD&R has generator backup. Classrooms and seminar halls with ICT enabled facilities such as LCD / DLP projectors, OHP with trolleys & computers with internet connection. IMSCD&R has girls' hostel, boys' hostels, Rest rooms, canteen, vehicles parking facility. IMSCD&R has adequate sports facilities. IMSCD&R plans & ensures that available infrastructure is optimally utilized. IMSCD&R allocates sufficient financial and human resources for maintenance of infrastructure. The IMSCDR Library, also known as the Learning Resource Centre, is dedicated to offering extensive literature to students and staff. With a collection of 15,544 titles and 42,264 volumes of books, along with 26 journals, 5 periodicals, e-resources, and special collections, it provides numerous support services. The library ensures secure access and usage of materials. Additionally, it is fully automated upgraded with bar-code version and a member of DELNET, N-LIST, and NDLI, offering Institutional Repositories on Google Drive for students' benefit via Google Drive /QR code. Recognized for 'Best Library' by Discovery Education Media Pvt. Ltd. Renowned visitors have been impressed by its facilities and services. The Librarian has received the " Outstanding Librarian Award " from AIMS ; 'Best Librarian Award' from Pune University, while the library assistant has been honoured with the 'Best Non-Teaching Staff Award' from SP Pune University. The library periodically publishes its 'Library Newsletter.'

Student Support and Progression

Socio-economic profile of students reflects diverse backgrounds of students. IMSCD&R has negligible dropout rate as it provides support and welfare facilities. IMSCD&R provides financial assistance to students through scholarships, installment facility, Earn and Learn Scheme, etc. Substantial numbers of students are benefited with scholarships and freeships provided. IMSCD&R also provide scholarships from its own resources to academic toppers and those staff members of institute who have completed their Ph. D degrees.

IMSCD&R also provides welfare facilities like insurance canteen, health care, counseling and mentoring. Institute also has English Lab and Yoga Centre for the benefit of students and staff members. IMSCD&R has maintained consistency in academic results. IMSCD&R conducts various co-curricular, extra-curricular and extension activities for students to develop their overall personality. IMSCD&R provides number of capability enhancement and development schemes which are undertaken for benefits of students. Students' participation in various committees is encouraged in order to make them learn management through practice. IMSCD&R has an active Student Council. IMSCD&R has a separate Placement Cell, which provides placement services to students whose efforts are reflected in good placement record of institute. IMSCD&R encourages and develops entrepreneurial skill amongst students. IMSCD&R publishes necessary information material for students and also involves students in publication of magazine, research publication etc. IMSCD&R has a strong Alumni Association. IMSCD&R regularly obtains feedback from Students, Alumni and Employers / Industries which help institute in its growth and development. IMSCD&R Alumni Association is an active body of alumni which supports institute in different ways like placements, guest lectures, summer internships for students and participation in various events and activities.

Governance, Leadership and Management

IMSCD&R has spelled its vision, mission, quality policy and objectives clearly. These statements reflect purpose of existence, dreams, aims and provides direction to Institutional activities. IMSCD&R follows humanitarian philosophy of the B.P.H.E. Society. Management practices decentralized system and participative management style. IMSCD&R has well defined organisational structure. Various committees are formed for smooth functioning and conduct of various activities. Institutional plan is made so as to fulfill the expectations of stakeholders and to cope up with changes in environment. IMSCD&R has an ERP in place so as to manage information on academic and administrative aspects. IMSCD&R has e-governance in place in different areas of operations. IMSCD&R focuses on people element in education and recruits faculty and staff with desired qualifications, knowledge and skills. IMSCD&R strongly believes and supports professional development of faculty and staff. IMSCD&R provides many welfare measures for staff to satisfy and retain them. IMSCD&R provides financial support to faculty to attend various conferences, seminars and workshops. IMSCD&R has organized number of professional development and administrative training programs for benefit of faculty members. IMSCD&R has well designed mechanism for performance assessment of faculty and staff members. IMSCD&R also has mechanism for handling grievances of staff and students. IMSCD&R is a self-financed Institution and generates revenue through various sources. IMSCD&R has computerized its finance and other management systems. IMSCD&R has received substantial funding from philanthropists for its various programmes. IMSCD&R has an active Internal Quality Assurance Cell (IQAC) which contributes significantly in quality assurance and quality enhancement initiatives. IQAC prepares annual plan and annual reports on activities carried out. Academic and Administrative Audit is carried out periodically. Institute has formulated various policies on different organizational issues and has code of conduct for its staff members. It also has a Student Charter stating the Rights and Responsibilities of Students.

Institutional Values and Best Practices

IMSCD&R is quality conscious and strives hard to initiate, sustain and enhance quality. IMSCD&R

has developed various mechanisms for quality assurance within existing academic and administrative system. IMSCD&R obtains feedback from stakeholders: students, alumni, parents, employers, academic peers, community, which is used in quality enhancement. IMSCD&R involves its stake holders in planning, implementation and evaluation of academic programmes. Institute provides access to students from various sections of the society. IMSCD&R continuously emphasizes on value addition to enhance quality of students. Learning is made student centric so that they acquire lifelong learning. IMSCD&R understands its social responsibilities and also tries to inculcate the same amongst students and staff. IMSCD&R actively supports and strengthens neighborhood communities. Institute has carried out various initiatives to address locational advantages and organizes activities to increase consciousness about national identities and symbols. IMSCD&R has developed good relationship with stakeholders and various academic Institutions, business, professional, government and non-government organisations which help in identifying community needs and areas of emphasis for support. IMSCD&R has undertaken various gender equity promotion programs and is conscious of gender sensitivity by providing facilities like safety, security and counseling. Institute is committed to environmental consciousness including use of alternate energy initiatives, proper waste management, rain water harvesting and implementation of green practices. IMSCD&R maintains complete transparency in its financial, academic, administrative and auxiliary functions. IMSCD&R has numerous 'Best Practices' which are sincerely planned, organized and implemented in various aspects of its functioning with objective of providing quality education. Institute carries out Gender Audit to ensure gender equality. It also carries out Green Audit and Energy Usage Audit to ensure compliance. Institute has proper Waste Management System including dry waste, wet waste, degradable and non-degradable waste. Institute has prepared its own Pledge for students and staff for 'Green India, Clean India'.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	INSTITUTE OF MANAGEMENT STUDIES, CAREER DEVELOPMENT AND RESEARCH, AHMEDNAGAR
Address	IMSCDR, IMS Campus, Station Road, Ahmednagar 414001 Maharashtra
City	Ahmednagar
State	Maharashtra
Pin	414001
Website	www.imsedr.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Mehernosh B. Mehta	0241-2346532	9822079675	0241-234652 9	imsedr.ac@gmail.c om
IQAC / CIQA coordinator	Hatim F. Kayumi	0241-2324830	9860076110	0241-234652 9	hatimkayumi@gma il.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	Yes 01 Minority Certificate.pdf
If Yes, Specify minority status	
Religious	Christian Minority
Linguistic	
Any Other	

Establishment Details				
State	University name	Document		
Maharashtra	Savitribai Phule Pune University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	08-03-2006	View Document		
12B of UGC	14-06-2013	View Document		
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	01-07-2023	12	Approval valid for one academic year
AICTE	View Document	01-07-2023	12	Approval valid for one academic year

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?	Yes
If yes, name of the agency	S P Pune University Pune BEST INSTITUTE AWARD
Date of recognition	10-02-2010

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	IMSCDR, IMS Campus, Station Road, Ahmednagar 414001 Maharashtra	Urban	2.62	5377.79

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BVoc,Management,Banking Financial Services and Insurance	36	HSC	English	75	12
UG	BVoc,Management,Travel and Tourism	36	HSC	English	75	2
PG	MBA,Management,	24	Graduation	English	284	278
PG	MCA,Information Technology,Management	24	Graduation	English	190	176
Doctoral (Ph.D)	PhD or DPhil,Ims Research Centre,Management	72	Masters Degree in Management	English	36	24

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	2				7				15			
Recruited	2	0	0	2	4	3	0	7	8	7	0	15
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				17
Recruited	12	5	0	17
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	2	0	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	4	3	0	3	2	0	14
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	4	0	8
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	5	5	0		10

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	5	0	0	0	5
	Female	9	0	0	0	9
	Others	0	0	0	0	0
PG	Male	234	1	0	0	235
	Female	218	1	0	0	219
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	16	0	0	0	16
	Female	7	1	0	0	8
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	19	24	29	27
	Female	18	16	20	26
	Others	0	0	0	0
ST	Male	0	1	1	1
	Female	1	1	1	0
	Others	0	0	0	0
OBC	Male	55	55	72	80
	Female	59	67	76	77
	Others	0	0	0	0
General	Male	69	78	82	98
	Female	79	71	97	70
	Others	0	0	0	0
Others	Male	21	21	36	33
	Female	27	29	32	37
	Others	0	0	0	0
Total		348	363	446	449

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Institute has MBA and MCA courses of S. P. Pune University. Both the courses are based on Choice Based Credit System (CBCS). There is a cafeteria approach for selecting the specializations and the courses. The students as per their aptitude and choice have the freedom to select the courses of their likings. For example, in case of MBA the students can select Major Specialization out of five available specialisations namely Marketing, Finance, Human Resources Management, Operations & Supply Chain Management, Business Analytics. In these specializations a basket of subjects is offered in case of elective subjects. Students have choice for specialization as well as elective subjects.</p>
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	<p>Furthermore they can select another specialization as a minor specialization. For this they have 8 options available. In these minor specializations also they have chance to select from available basket in case of elective subjects. Important feature of this choice is that they can select subjects from many specialization areas and subjects. Recently institute has introduced 3 years undergraduate course of Bachelor of Vocation (B. Voc.) in Travel and Tourism and in Banking Financial Services & Insurance (BFSI). Both these courses allow multiple exit to the students. After first year completion students gets Certificate. After 2 years Diploma and after 3 years Degree is awarded. Thus there is plethora of subjects available in multi or interdisciplinary choices.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The institute is affiliated to S. P. Pune University and university is the degree awarding body. Due to this reason, direct account creation with Academic Bank of Credit (ABC) is not available through institute. The institute has encouraged the students of MBA, MCA and B. Voc. to individually register for Academic Bank of Credit (ABC) account. Majority of the students have already registered Academic Bank of Credit (ABC) account.</p>
<p>3. Skill development:</p>	<p>Institute has established Skill Enhancement & Entrepreneurship Development Centre (SEEDC) in a separate building. Various short term skill based courses are conducted in SEEDC. These skill based courses are for both regular students of the institute as well as for outside learners. Some of the skill based courses conducted include – Event Management, Laptop repairing, Flower Making, Languages like Japanese, German. The institute focuses on improvement in English language. For this purpose English Language Lab is available. The entrepreneurial skills are improved via conducting Entrepreneurship Development Programs (EDP), workshops etc. For MBA and MCA students guest lectures are organized. Industry experts are invited to guide the students and improve their professional skills. The S. P. Pune University has prescribed additional courses like Human Rights – I & II, Introduction to Cybersecurity – I, II, III & IV, Ethics & Indian Ethos keeping the objective of Skill Development & sensitization with Indian values.</p>
<p>4. Appropriate integration of Indian Knowledge</p>	<p>Institute is already making use of local Indian</p>

<p>system (teaching in Indian Language, culture, using online course):</p>	<p>language in the teaching process. Although the University has prescribed the syllabus in English language since many subjects are from the local rural areas, teaching of the courses is done in English, Hindi as well as local Marathi languages. This makes it easy for the students to understand the concept in different subjects. Institute celebrates different important days which are part of Indian culture. They include Independence Day, Republic Day, Chatrapati Shivaji Maharaj Jayanti, Matrubhasha Din, International Yoga Day etc.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>To enhance the levels of cognition in process of teaching-learning, crystal clear understanding of learning objectives is very important. Institute gives importance to Program Outcome (PO) and Course Outcomes (CO). Each course has its own unique course outcomes. These course outcomes are made known to the students/learners at the beginning of the course. These course outcomes help to evaluate the effectiveness of the course conducted. Feedback regarding the course and the teaching is taken from the students. This helps to further improve the teaching learning process. The formative internal assessment is based on course and program objectives. One of the best example of attainment of program objectives is magnitude of placement. The percentage of placement and diversity in placement as well entrepreneurial growth is reflective of the attainment of program objectives.</p>
<p>6. Distance education/online education:</p>	<p>Institute encourages the faculty to make extensive use of digital media to help in the teaching process. Various online lectures are conducted which enable students to attend from home. During the Covid period most of the lectures were conducted online and even after Covid online lectures are conducted for extra classes. Faculty is encouraged to prepare online courses and these are put up in YouTube and other digital platforms. So far more than numerous viewers has seen the YouTube channels created by the faculty members. IMS is also a local chapter for NPTEL MOOC Courses. Through this initiate, faculty members and students are motivated and guided to complete NPTEL MOOC courses. Many of the faculty members and students have successfully completed MOOC courses through NPTEL and other platforms.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>YES. The Institute has formed Electoral Literacy Club (ELC).</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The Institute has formed Electoral Literacy Club (ELC) with due representation of Faculty members, Non-teaching staff and students. The Club comprises 7 members. There are two faculty members in the club. One Faculty Member is the Coordinator of the Club. One Non-teaching staff is also included in the Club. 4 students are members. Two students from are from MBA department & two students are from IT departments. ELC is in character comprising of women and men and different program representatives.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Elections are the core activity and heart of any democracy. Without free, fair and participative elections, democracy would be weak and meaningless. It is very important that the citizens are made aware of the importance of elections. The right place to start this awareness is through students who would be mostly first time voters. Keeping this in mind, IMSCD&R has set up an Electoral Literacy Club. It is a platform to engage the students in different activities relating to elections and sensitize them on their electoral rights and the process of registration & voting. The aim is to strengthen the culture of electoral participation among the students and future voters.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The Institute is always keen in creating awareness amongst students and other stakeholders regarding the Electoral Literacy. IMS Electoral Literacy Cell organized an 'Electoral Literacy Camp' for the students. Mr. Rahul Patil, Deputy Collector (Election Department) and Mr. Sudhir Patil, Tehsildar, (Election Branch) guided the students regarding New Electoral Process, Name cancellation, Transfer etc activities on the website and mobile App. They also explained the students about benefits of registering for the voting. Mr. Patil agreed that in near future the District Election Department will sign MOU with the Institute.</p>

5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

Out of 492 students admitted in the Institute, 50% of the students are to be enrolled as voters in the electoral roll. As mentioned earlier the Institute is always keen in creating awareness amongst students and other stakeholders regarding the Electoral Literacy. In this regard an 'Electoral Literacy Camp' for the students was organized by the Electoral Literacy Cell. Institute has collected data of the students with reference to enrollment as voters in electoral roll. Aware and counseling drives will be conducted by the Institute to motivate the students and their parents to enroll their names in electoral roll. The IMS Electoral Literacy Cell will be actively involved in this activity. The Institute is planning to sign MOU with District Election Department in this regard. Institute is also planning to ensure that in case of students who are not enrolled, the process will be done during the admission stage itself. This will institutionalize the mechanism to register eligible students as voters.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
435	442	363	346	386

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

2 Teachers

2.1

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

Response: 24

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

2.2

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

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

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
94.28	62.22	42.15	78.05	110.81

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Institute prepares perspective plan for 5 years period as well as annual plan for effective planning of various programmes, an Academic Calendar is prepared at the beginning of every academic year. In Academic Calendar, various programmes, delivery of lectures, completion of syllabus, internal examination, internal viva, publication of student magazine, dates of various competitions, sports and other co-curricular activities are scheduled well in advance. Aspects of Academic Calendar are first discussed at departmental level and then, finalized for the. After that, it is combined for the whole institute. S.P Pune University prescribes the syllabus in the website www.unipune.in. Institute refers the same syllabus to faculties and students. Number of lectures are scheduled and delivered as per number of sessions prescribed by university in the syllabus for each semester. The program objectives and course objectives are clearly stated for each subject. The work load as per the norms for each faculty is ascertained and accordingly the number of lectures per week is given to each faculty. Proper time-table is scheduled with proper and effective combination of theory and practical subjects to ensure attentive learning of the students. Faculty members plan the teaching process of their course at beginning of the session. Teaching Plan includes objectives of course, teaching learning methods, evaluation criteria and periodical targets. Faculty members evaluate the programme on a regular basis and do proper revision for the slow learners. Each faculty does internal evaluation of students based on the unit test, attendance, presentations, assignments, projects, role plays, case study, field work and internal examinations. This is in addition to external evaluation of students by S.P. Pune University. Question bank is prepared by faculty members and given to students for practice. Faculty members give feedback to students regarding student's performance in internal examination. For proper implementation of plans, heads of respective departments regularly monitor plans with actual and try to find out deviation if any and take corrective action. For example: if any lecture had not taken place due to some reason, then compensating extra lecture to be taken is discussed and finalized by the Head of department with the concerned faculty member. IMSCD&R also takes follow-up of planning made through feedback. Feedback is collected from students to know progress of syllabus, academics and curriculum and also to know performance of faculty members. Feedback is also collected from parents, alumni, employers, etc. which includes aspects about academics, coverage of syllabus, etc. Appropriate action is taken on the basis of feedback received for example: considering increasing growth and need for computer literacy and IT education, courses for Cyber- security was introduced. Many other certificate courses have also been introduced as per the demand of students and society.

During pandemic institute adopted digital learning mode and syllabus was completed in online mode by using e-resources and digital platforms like Zoom and Google meet. Internal evaluation was conducted through Google Classroom. Faculty has made numerous 'You Tube' videos based on curriculum. Details of such e-resources are documented and made available to students.

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

1.2 Academic Flexibility

1.2.1

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

Response: 19

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 32.96

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

2022-23	2021-22	2020-21	2019-20	2018-19
263	31	49	142	165

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Institute is committed to impart leading knowledge and develop appropriate attitude, skills and competency in students to meet corporate and organizational requirements. Role of Institute is not only to expand knowledge horizons of students but to develop learning attitude and life skills. In this competitive era, Institute goes beyond the gamut of University prescribed curriculum and conducts value addition Programmes to mould the student's overall personality.

Curriculum includes subjects on professional ethics, Indian Ethos, human values and environment and sustainability. Institute has consciously selected these subjects. so that it can integrate crosscutting issues relevant to Professional Ethics, Human values and Environment and Sustainability. Faculty takes part in curriculum drafting committees of Pune University and ensures that relevant topics in these subjects are included. Continuous monitoring is there to check level of learning experience by students of these subjects. Feedback is taken from students on effectiveness of curriculum on these subjects. Instructed techniques are adopted accordingly. For example, more outside visits as part of Environment and Sustainability subjects.

Curriculum enrichment is done through various student centric activities. Institute organizes various activities for Environment and Sustainability through "Unnat Bharat Abhiyan". Institute has organized various programs like, Online program "Clean India Mission: Rural Development Leadership", Swachta Pledge, Tree Plantation Drive, Plogging Trek. More than 350 citizens and students wholeheartedly participated in this activity. Students have also visited MIRC green project. Through these activities students witness hands on experiences in environment conservation practices and understand sustainability efforts.

Institute also organizes various co-curricular activities like Guest Lectures, Seminars, Workshops and Industrial Visits etc. in which students get an opportunity to interact with experts and alumni. Institute has made conscious efforts towards providing information regarding the gender related issues to women students and staff. Institute has established 'Vidyarthini Manch' (Girls Association). This association

consists of girl students representatives and faculty members conducts various activities for enlightenment and benefit of girl students. Institute takes keen interest in gender sensitization programmes and related issues. Objectives of IMS Vidyarthini Manch Scheme are personality development of women students, imparting health education to women students, helping them build their self-esteem through workshops, helping them develop their attitude for gender equity, motivating them for self-employment by arranging lectures/ seminars/ workshops. Institute has established Skill Enhancement and Entrepreneurship Development Centre (SEEDC) after identifying need of society for various skill improvements, IMSCD&R has taken initiative and started various skill enhancement courses. In all these courses, students learn good communication practices and institute conducts few practical sessions, case studies related to communication news reading, body language, women empowerment, etc. Some of the courses started by institute which address gender, environment and sustainability, include Event management, flower making, professional computer courses etc. Professional ethics is practiced by Institute by having discipline against students and staff as well as conducting evaluation of students in professional and ethical manner.

Curriculum enrichment is insured through integrating these crosscutting issues. So that it leads to overall development of students and they develop skills relevant to real life situations.

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

1.3.2

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

Response: 100

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

Response: 435

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

1.4 Feedback System

1.4.1

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

the feedback is made available on institutional website

Response: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 86.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
220	221	189	144	138

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
260	260	230	150	150

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 81.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
112	98	81	67	64

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

2022-23	2021-22	2020-21	2019-20	2018-19
133	113	118	77	77

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 18.91

2.3 Teaching- Learning Process

2.3.1

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

Response:

Institute's teaching staff makes use of innovative methods of teaching which are student-centric and which support in fostering transferable skills such as problem-solving, critical thinking and reflective thinking and lead to learning experiences.

Learning experiences lead to learning outcomes. Learning outcomes include :

- a) Disciplinary knowledge and skills
- b) Generic skills
- c) Attitudes and values

Institute has adopted various methodologies for enhancing students' learning experiences. Teaching Pedagogy followed is Student Centric, which focuses on hands-on learning, application based learning, experiential learning, inter-disciplinary application learning, team based learning and problem solving etc. These methods of learning are strongly anchored to the fundamentals that students learn in curriculum keeping in focus the COs & POs of different subjects.

Hands-on/ Experiential Learning : Programming for an app or using various languages, solving a real life organisational problems is an example of experiential learning. Eg: Students are required to spend two months in an organization for understanding how the organizations work in the real sense. It helps them to test their academic knowledge and how it is ultimately applied in the organizations. It helps students to get knowledge through first-hand experience. **Students are also encouraged to take up assignments with Government bodies for District Development Projects. Presently 4 MBA students are working in the Collector's Office for Ahmednagar City Development Project.**

Students of MCA develop applications every semester, based on technology learnt. They undertake live problems as projects, related to industry, society, academics and apply technology to solve them. Reports are prepared and viva voce is conducted of the same. 550 marks are assigned for experiential learning.

Participative Learning/ Team Based Learning:

Team based challenging assignments are given to students. Case studies, group assignments, secondary data sourcing and working out solutions in these are encouraged.

Eg: Business Plan Competition was organized for MBA students. This was a group activity. Business fraternity of Ahmednagar was involved in this activity as Mentors. Institute awarded Cash Prizes to top two Business Plans (details available)

Application based Learning : Students of MBA Programme take up specializations from Sem II itself. Students are taken for Industrial Visits according to their specializations. This has helped students to connect fundamentals to application, understand corporate practices, get internship projects and even final placements. (details available)

Teachers use ICT enabled tools like Zoom, Google Meet, Google Classroom, Youtube for making

learning sessions interesting for students. Classrooms are equipped with LCD Projectors and sound systems, which makes learning process effective.

Class-wise Whatsapp groups are made for daily communication and academics and as an effective tool to share notes, placement information and relevant material with students

Institute's Library has substantial e-resources used by faculty-members in effective teaching-learning process. Library supports effective teaching-learning process with its subscriptions like NDLI, DelNet, N-List Consortia, NPTEL (Video Streaming Library). Digital Library of the Institute Calibre is very resourceful to both students and teachers. Commonly used Open Sources like Canva (e-resource for making flyers) Podcast, Speech-notes, Audio books, Kindle etc are widely used as part of ICT.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

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

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

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

Response: 64.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	15	15	14

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Internal Assessment is a crucial part of instruction process and plays an important role in evaluating students' progress. Institute follows concurrent evaluation and assessment process for students, and is on the basis of prescribed Bloom's Taxonomy. Tentative dates of starting term, end of term and dates of term end examination are mentioned in academic calendar of the year. Each teacher prepares their Teaching Plan accordingly. This teaching plan contains methods used for evaluation (eg: tests/ assignments/ presentations/ role play etc), internal marks criteria, schedule of evaluation. Internal assessment is a continuous process at IMSCD&R and is carried out by the concerned teacher teaching that course.

Criteria for Internal evaluation is on the basis of students' academics (tests & exams), attendance, term work, presentations, tutorials, assignments. After the tests, answer papers are returned to students. Expected answers are discussed in the class by teachers and if required on one on one basis.

After the Term-end examination, schedule for showing the answer papers is displayed on the notice

board and shared on the students' Whatsapp group too, by the Examination Coordinator. Accordingly all students meet with faculty-members and go through their answer sheets, and discuss & understand expected answers, scheme and evaluation pattern. Students are free to see and compare answer papers of other students. All grievances, moderation of marks is done there and then which is transparent and mutually satisfying to students and faculty-members.

Every subject teacher prepares final marks list. Internal marks list is approved by Director and then displayed to students. Students check their final internal marks and make signatures against their marks. Discussing academic progress is a part of the counseling programme, where students' academic progress is monitored and discussed and students are motivated to perform better, especially for those students who score less or have not cleared some papers. Students getting less marks are given additional opportunity to improve their score by giving them assignments and tutorials. Open discussions in the classrooms about the results are encouraged and teachers advise students about the expectations in the answers they write. Internal assessment system improvises every semester, suiting the students' needs. Institute believes in transparency and tries to not give the students a reason to question it. Internal assessment is always fair and just, which is the value statement of the institute, and is practiced with all diligence by all the teachers. Grievances are always heard and a satisfying outcome is always found for their redressal. Institute has written evaluation grievance redressal policy, which is communicated to students and staff.

This practice is followed every semester. This is an Actual process where, Students and respective subject Teachers meet and deliberate, before the final marks are displayed.

Frequency: Every Semester on a continuous basis. Each department prepares Academic Plan/ Calendar for the year and semester. Based on this, assignments, tutorials, oral, written tests are conducted by the concerned teacher of the subject.

Mode: Written and Oral, Actual (in person)

Thus, the mechanism of Internal Assessment is transparent and robust.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Current curriculum takes Management & IT programmes to next level in terms of implementing Outcome Based Education along with Choice Based Credit System (CBCS).

Stated Programme Outcomes (POs) include :

1. Generic and Domain Knowledge: Ability to articulate, illustrate, analyze, synthesize and apply knowledge of principles and frameworks of management & technology and allied domains to the solutions of real-world issues
2. Problem Solving & Innovation: Ability to Identify, formulate and provide innovative solution frameworks to real world complex business and social problems by systematically applying modern quantitative and qualitative problem solving tools and techniques.
3. Critical Thinking: Ability to conduct investigation of multi-dimensional business problems using research based knowledge and to arrive at data driven decisions
4. Effective Communication: Ability to effectively communicate in cross-cultural settings, in technology mediated environments, especially in business context.
5. Leadership and Team Work: Ability to collaborate in an organizational context and across organizational boundaries and lead themselves and others in achievement of organizational goals and optimize outcomes for all stakeholders.
6. Global Orientation and Cross-Cultural Appreciation: Ability to approach relevant business issues from a global perspective and exhibit appreciation of Cross Cultural aspects of business and management.
7. Entrepreneurship - Ability to identify entrepreneurial opportunities and leverage managerial & leadership skills for founding, leading & managing startups as well as professionalizing and growing family businesses.
8. Environment and Sustainability: Ability to demonstrate knowledge of and need for sustainable development and assess impact of managerial decisions and business priorities on societal, economic and environmental aspects.
9. Social Responsiveness and Ethics: Ability to exhibit broad appreciation of ethical and value underpinnings of managerial choices in a political, cross-cultural, globalized, digitized, socio-economic environment and act with integrity.
10. Life Long Learning: Ability to operate independently in new environment, acquire new knowledge and skills and assimilate them into the internalized knowledge and skills.

Programme Outcomes (PO) and the Course Outcomes (CO) are clearly mentioned on Institute's website for both students and Teachers. COs are clearly stated for each subject and well communicated to teachers and students. Teaching plans are made accordingly.

Departmental Heads constantly specify to the teachers to implement it in their teaching pedagogy, evaluation systems, question paper setting, while conducting various activities and while planning application based teaching and for all activities which directly and indirectly serve the purpose and

attainment of COs, which ultimately fulfill the POs.

POs 1-3 are largely achieved through Academic endeavours, and POs 4–10 are qualitative and more focused on overall development of students, which is achieved through workshops and seminars organized for students relating to human rights, human values, Unnat Bharat Abhiyan, Ethics training, CSR, Gender/ Culture sensitization programmes, self-awareness programmes and workshops etc, by the Institute throughout the year. Outcomes are also discussed during Counseling of students. Curricular and Extra Curricular activities are totally anchored to CO (Course Outcomes), students and teachers are aware of it.

POs and COs are displayed on website and well communicated to teachers and students.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Outcome evaluation assesses effectiveness of a programme in producing change. Institute has Programme outcomes and Course outcomes for each subject.

Programme Outcomes (POs): Programme Outcomes are a set of narrow statements that describes what students of the programme are expected to know and be able to perform or attain on completion.

Course Outcomes (COs): Set of specific statements that describes complex performances a student should be capable of as a result of learning experiences within a course.

Outcomes as a result of learning experience include :

- a) Disciplinary knowledge and skills
- b) Generic skills
- c) Attitudes and values

IMSCD&R makes use of **SUMMATIVE** evaluation, **FORMATIVE** evaluation and **DIAGNOSTIC** evaluation for assessing the attainment of Programme outcomes and Course outcomes.

Summative evaluation is carried out after completion of the course and it helps in evaluating effectiveness of the Course and evaluate to what extent the outcomes have been attained. This is done by conducting internal exams after completion of the course as well as mid-term exams. Summative evaluation not only brings out academic performance of students, but also indicates whether other outcomes have been achieved and to what extent. Feedback from employers, Alumni and parents help in such Summative evaluation.

Teachers at IMSCD&R also carry out FORMATIVE evaluation which is done during the instruction period. This is done by involving the students in group activities, presentations by students on topics given, tutorials, projects carried out and management games. Such Formative evaluation gives continuous feedback regarding teaching methods used and accordingly teachers adjust if required.

For eg: In recent times, teachers at IMSCD&R have been making more use of e-resources in their teaching methodology. Such formative evaluation also helps in identifying students who are slow learners and intervene by conducting extra classes for them.

Diagnostic evaluation is done at IMSCD&R during beginning of the term. This helps in identifying strengths and weaknesses of students. At IMSCD&R this is done by individual counseling and mentoring of students. For eg : students weak in English language are identified and required to make use of English Language Lab or students who are from non-commerce background are required to be given instructions in basic accounts and finance. All students are required to go through counseling and mentoring periodically.

Programme Outcomes and the Course Outcomes are evaluated concurrently by the concerned teachers of the subjects, Departmental Heads and Director of Institute. Bloom’s Taxonomy is used for quantitative and qualitative evaluation of students’ academic performance.

Benchmarks of achievement of COs & POs are evident through following Outcomes at Institute level :

- **Students’ Academic Performance (Overall & Subject-wise)**
- **Students’ ability to solve problems creatively (Academic and Social)**
- **Students’ ability to think critically (Situational)**
- **Students’ self confidence, participation, initiative taking, English communication (Soft Skills)**
- **Students’ involvement in CSR and outreach programmes (Right attitude)**
- **Students who get final placements (Skilled)**
- **Students who become entrepreneurs (Skilled)**

Thus, attainment of programme outcomes and course outcomes are evaluated by institute through different ways and methods.

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

2.6.3

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

Response: 89.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
142	198	132	183	139

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

2022-23	2021-22	2020-21	2019-20	2018-19
203	214	132	183	155

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.26

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 6

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0.00	0	6	0

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

Institute has created a supportive environment for promoting innovation and exploring new ideas for transfer of sharing knowledge to stakeholders.

IMSCD&R has a strong Research oriented approach through which students are encouraged to participate in different research activities. Institute conducts various workshops on Entrepreneurship, Research Methodology and Intellectual Property Rights to provide the base for researchers. As part of innovation, IPR cell encourages students and faculties for nurturing innovative ideas through KAPILA scheme by Govt. of India in patent filling.

IMSCD&R is registered under Institution Innovation Council which is under Ministry of Education and regularly participates in activities of IIC. This encourages innovative activities amongst students and staff.

Faculty members also help in identifying multidisciplinary subjects related to Indian knowledge system. Subjects taught to students include Indian Ethos, Business Government and Society, Ancient Civilization history etc, Teaching-learning process at IMSCD&R is based on choice-based credit system with many innovative subjects. Institute motivates students to do research projects which in turn enable them to have knowledge helpful to industry and Society. Regular industrial visits for students are arranged with a research perspective to gain first-hand information on workings of industry. This motivates students to take up industrial projects at these organizations. Institute encourages students to publish papers in IMSCD&R's student journal PRAYAS. Institute also invites and publishes research papers in institute journal *Indian Journal of Current trends in Management science* promoting research across the country. Faculty members are motivated about publication of research papers in reputed journals, like ABDC/Scopus, and UGC care. Students also participate at national and international events like, Hackathon, Avishkar for which partial funding is provided by the institute.

Faculty is made aware regarding various research funding schemes of Government, AICTE, DST, SPPU. Further, institute provides incentives to faculty members to participate and conduct different research activities, publication of technical books, and presentation of research papers at national and international conferences and FDPs for knowledge sharing. Institute regularly organizes workshops, seminars and conferences. It has organized an International Conference and National congress recently.

IMSCD&R has Research Centre in Management recognized by SPPU University. Research centre enrolls students for Ph.D and promotes other research activities. Institute conducts Research Methodology course work on behalf of S.P. Pune University.

IMSCD&R also encourages faculty to attend training programs by way of guest lectures and expert lecture sessions at other institutions for knowledge sharing. Institute encourages staff members to pursue Ph.D by offering research support and financial incentives.

Outcome of creating such an ecosystem for various initiatives are evident from their successful implementation and eager participation by students and staff. For example two faculty members have successfully filed patents. Another outcome is that this has helped to develop access to funding for research projects undertaken by faculty.

Ecosystem established has enabled faculty to present research papers at conferences in different IIMs.

IMSCD&R has vision, planning and policies for sustainable ecosystem for innovations.

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

3.2.2

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

Response: 25

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	8	4	5	2

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.92

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	10	7	4	0

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

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

Response: 0.92

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	1	5	0	3

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

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

Response:

Institute organizes various extension activities to sensitize students to social issues which lead to their holistic development. These activities include:

1. Unnat Bharat Abhiyan/ Swatch Bharat Abhiyan

These programs have been playing a vital role in enriching souls and minds of students. These are programs for students to understand needs of rural community, as and when required. Students visit the adopted rural villages and take initiative in developing sustainable Environment and also help underprivileged people to develop themselves. Ultimate goal of the scheme is to create a development agenda within institutes of Higher Education to meet national needs, especially those of rural population.

Institute adopted Sakur, Chass, Sasewadi, Zeur, Vambori villages for implementing this scheme. Institute conducts regular activities in adopted villages like Tree Plantation, Clean the Campus Initiative, Health Awareness Program, Awareness about Environment & other social responsibilities.

Outcome

1. It has engaged faculty and students in identifying development issues in rural areas and finding sustainable solutions.
2. Identify needs and problems of the community and involve them in problem solving process through existing innovative technologies, or devise implementation methods for innovative solutions as required.

2. International Yoga day / Fit India Movement

Major goal is to increase knowledge of the many physical and mental health advantages of Yoga and to give people of all ages and backgrounds chance to personally experience its impact.

Outcome

1. It raises awareness about the benefits of Yoga and various physical and mental benefits.
2. Asanas which are performed properly, helps to get rid of the diseases and make breathing proper, people can increase their concentration power
3. Promote Fit India movement amongst students and society.

3. Women Entrepreneurship Expo:

This activity provides women entrepreneurs' large marketing platform. Women entrepreneurs participate in this expo and display their products. The product category range from food to jewellery, cloth, investment firms, handmade items etc.

Outcome

1. It helps networking and also helps small entrepreneurs to increase sale and reach of their products.
2. Participants share their experience and problems faced by them during business. Invited experts suggest solutions to overcome problems discussed by women entrepreneurs.

4. Compliance Drive for Entrepreneurs at Ahmednagar

Institute in association with DeAsara Foundation, Pune has organized compliance drive for the entrepreneurs of Ahmednagar. Objective of drive was to make business compliant in one go, at one place. Udyam, FSSAI registration, Shop Act, Trademark Registration and GST registration were made available at discounted rate.

Outcome: Fifteen entrepreneurs benefited by completing all legal requirements for registration with authorities.

5. Other Activities

Apart from the above extension activities other activities like Blood donation drive, Christmas Celebration, Vachan Prerna Din, Womens Day celebration, Unity Day celebration, Pledge for environment protection, Electoral Awareness program, Matrubhasha Diwas Celebration are organized periodically.

Outcome:

1. To arouse social conscience of students, and to provide them an opportunity to work with people and raise social concerns and responsibility towards nation.
2. Sensitize students on National issues.

Ultimate outcome of extension activities is overall development of students.

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

3.4.2

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

Response:

Overall objective of extension activities is to orient the student youth to community service while they are studying in an educational institution. The reason for the formulation of this objective is the general

realization that college level students have a tendency to get alienated from the villages which constitutes majority of the population of the country and from issues which concern the Society and Nation.

Institute has organized many extension activities in the last five years in collaboration with different clubs and institutions for social causes. Institute encourages students and faculties to participate in extension activities organized by different institutions. Due recognition is given neither by the institute or collaborating agency. This recognition or award encourages students and faculties to organize the similar activities on their own or to participate in activities organized by other agencies / Government or activities organized by Unnat Bharat Abhiyan, international agencies such as Government of Maharashtra, Rotary Club, Lions Club, UN, UNICEF, District collector, Police department etc

During the last five years, Institute has participated in many activities which are organized by external agencies as well as Government bodies. The awards and recognition received from them is given in the pdf attached. Some of the activities in which Institute has received Awards and recognition are IPR awareness program in collaboration with Nagpur Patent Office, Govt of India. Second prize was won by student of IMSCD&R in national poster competition organized by Unnat Bharat Abhiyan, Women entrepreneurship award given by Rotary club to faculty members, Blood donation drive recognized by Jan Kalyan blood bank, Masks were distributed to the families of the Ahmednagar Police force and other Covid-19 warriors. Institute received a special certificate from the Ahmednagar Police department for carrying out this activity. Many of these extension activities are carried out on regular basis and as such Institute receives recognition from the Society at large in the form of publication in different newspapers in Ahmednagar.

Institute has received 'Best Institute' award from S.P. Pune University in the past and once again was shortlisted for the award in the year 2021-22. This recognition is not only of academic performance but also social initiatives & extension activities. IMSCD&R is well known in Ahmednagar not only for its academic excellence but also extension activities carried out.

Swachh Bharat Mission Initiative was conducted on 1st October as contribution for Shramadam for Swachh Bharat. Pledge was taken by all the staff members and cleanliness drive was conducted which had participation of students and staff. For this IMSCD&R received certificate of appreciation from Govt of India.

IMSCD&R is recognized as an outstanding institute in Ahmednagar. The District Collector gave recognition to the institute by inviting suggestions from Institute for District Development plan and enrolling IMSCD&R students for internship in District Collector's planning office.

Institute Newsletter gives details of extension activities. Link of IMS Newsletters:

https://www.imsedr.ac.in/public/iqac/IMS%20Newsletter%20Consolidated%202018%20to%202023_331781696663437.pdf

Letter of awards and Recognition received from other collaborations has also been attached displayed on the website.

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

3.4.3

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

Response: 30

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	4	4	7	8

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

3.5 Collaboration

3.5.1

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

Response: 9

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Institute has state of art physical infrastructure. Institute fulfills the norms of AICTE. B.P.H.E. Society has earmarked 2.62 Acres of land exclusively for IMSCDR. Ahmednagar Municipal Corporation permission is there for buildings and its extension. Institute has following buildings:

1. Main Building
2. SEEDC Building
3. Sports Complex
4. Ladies Hostel
5. Boys Hostel
6. Canteen
7. Yoga Centre

Institute is housed in a three-storied building accommodating 10 Lecture halls, 2 Tutorial rooms, Library, 4 computer laboratories having WiFi facility with 276 computers (including 51 for staff), Language lab, 2 seminar halls having capacity of 120 & 300 students respectively, Administrative Offices, Library, Staff Rooms, store rooms, examination Office, Placement Office, Boys common room, Girls common room, wash rooms etc. Class rooms & seminar halls are equipped with teaching aids like LCD/DLP projectors & computers with internet connection. Structure is helpful for online teaching. For online teaching learning, Institute is having Web Camera, Head phones, internet facility, etc.

Institute has installed Fire safety system in addition to Fire Extinguishers Institute has installed new HD CCTV camera system in the main building as well as in the hostels. Institute complies with norms and adequacy as specified by AICTE with respect to teaching-learning and other facilities.

There is a separate building for Skill Enhancement & Entrepreneurship Development. Building has 3 class rooms which can be converted into seminar hall having capacity of 200 students, one syndicate room, Faculty rooms, store and pantry, computer lab & wash rooms.

Hostel facilities are available to students. Rest rooms are available for students & staff. Vehicle parking facility is available for students & staff.

There is a canteen complex for students and staff, with two vendors.

Institute has promoted cultural activity by establishing Academy of Fine & Performing Arts which enrolls girls in Bharatnatyam and Kathak. This Academy is now functioning independently within the premises.

Institute ensures that infrastructure facilities meet the requirements of differently-abled students. Institute has constructed ramp & wash room for differently-abled students. However, until now no such students have taken admission. The Institute is having JAWS reading software for visually challenged.

Institute has Yoga Centre for students & staff.

Institute has separate hostel for girls & boys students. Girls Hostel has capacity of 50 students and boys hostel has capacity of 36. There are also Common room, TV room, Dining room, Medical room, etc. in the hostel.

Sports complex is equipped with facilities for indoor games like Carrom, Chess and Table Tennis. Provision and equipment for outdoor games like Volley Ball court, Badminton and Cricket are also provided. Play grounds for outdoor games like cricket, football, hockey, basketball etc & gymkhana of B.P.H.E. Society – (parent body) are available for students of the institute. These are located just across the road.

Institute has generator and inverter back-up.

Institute has purchased & installed 10 KWp Ongrid Solar Rooftop system. System was purchased from G1 Energy Solutions Ltd. In addition both the hostels have solar water heater system for students.

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

4.1.2

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

Response: 9.93

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

2022-23	2021-22	2020-21	2019-20	2018-19
11.99071	3.12515	1.06395	0.90185	21.40906

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

IMSCDR Learning Resource Centre (LRC) is meticulously organized facility, covering area 457.96 sq.mt. It encompasses sections, including Circulation Counter, Stacking Area, Newspaper Section, Extracurricular Section, General Knowledge Section, Research and Reference Section, Librarian's Cabin, Photocopying Section, Journal and Periodical Section, Book Bank Section, CD Library, Luggage Counter, and thoughtfully designed area dedicated to differently-abled students. Library highly regarded for commitment to cleanliness, efficient lighting, provision of comfortable seating arrangements. It has CCTV surveillance.

Library is automated using Integrated Library Management System (ILMS) AutoLib NG with modules like cataloging, acquisition, circulation, serial control, online public access catalog (OPAC). Streamlines essential functions and simplifies reports generation required by regulatory bodies like AICTE, NAAC, SPPU, and DTE. Library's outstanding feature is extensive collection, spanning printed and e-books on Management and Computer topics, academic journals, news magazines, multimedia resources, research tools, e-resources, institutional repositories, project reports, Ph.D. theses, newspapers, maps, bound volumes, and corporate memberships. Offers specialized materials for competitive exams, talking books, and NPTEL video streaming access, catering diverse informational needs. Separate Research Section useful for PhD students & researchers. Library encourages inclusiveness having books in different languages.

Library has adopted best practices to elevate services featuring integration of advanced technologies. These innovations include implementation of automated circulation upgraded with barcode technology, CD Library, digitization of Ph.D. theses, e-visitor count system equipped with a door metal detector, free mobile charging points. It developed Calibre Digital Library on open source platform with 3000+ management and IT related titles. Institutional repositories available on Google Drive. It issues semester wise Book Bank sets and free Study Materials distribution, photocopying, scanning services, digital

facilities to access e-books and e-journals. Adequate subscriptions to e-resources and journals are made through DELNET, NLIST consortiums, and NDLI. Institute has separate Budget for Library.

Library extends influence beyond realm of academia by actively promoting human values and professional ethics through various initiatives. These include observance of events like Women's Day, Librarians' Day, Teacher's Day, active participation in blood donation campaigns, dedicated efforts in tree plantation drives, enthusiastic embrace of national integrity and festivities. It makes valuable contributions to community service programs and diligently raises awareness about national events and campaigns. Actively promotes user education and information literacy programmes.

Library publishes separate library newsletter whose link is:

https://www.imsedr.ac.in/public/iqac/IMS%20Library%20Newsletter%20Consolidated%202018%20to%202023_995591696663346.pdf

Library recognized for '**Best Library**' by Discovery Education Media and staffed highly qualified team, garnered recognition in form of accolades such as **Best Non-Teaching Staff award and Best Librarian Award from SP Pune University and Outstanding Management Librarian Award from AIMS**. Library's dedicated staff continuously strives to enhance quality of library cum referral services and consultancy services. LRC stands as dynamic, technology-driven institution committed to delivering comprehensive services. Its dedication to excellence, continual improvement, and adaptability to evolving circumstances makes it invaluable asset for students, faculty members, researchers and community. Library is optimally used by faculty and students. This is verified by e-visitor count system.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

IMSCD&R has flagship programmes of MBA (Master in Business Management) and MCA (Master in Business Application) approved by A.I.C.T.E. As such it strictly follows all norms of AICTE regarding infrastructure availability including IT facilities.

Subjects of MCA and MBA are changing fast with new subjects being introduced continuously. As such institute has to upgrade its facilities regularly to enhance learning experience of students and keep up with new technology.

Institute has overall 276 computers in the campus including about 51 for staff and 225 exclusively for students. These computers are organised in one computer centre, four computer labs including one language lab. IT facility are made available in every classroom, conference hall, departments and library. Computers installed are of high configuration including Core i5 6th Generation, 512 SSD hard disk, 8 GB RAM, Core i3 with 500 GB hard disk and 4 GB Ram, Dell Vostro Core i3 500 GB Hard disk, 4GB RAM and servers.

In addition to this, the institute has twenty LCD and DLP Projectors installed in different class rooms and halls, twenty-six printers, three scanners, two bar code printers and two DVD/CD Library Rack. Institute maintains stock register for all IT facilities available. (Details are attached). Each staff member teaching and non-teaching have their own separate computer.

Over time, institute has discarded old computers having slow speed and replaced with higher configuration. Separate budget is earmarked for up-gradation of IT facilities every year.

The institute has Wi-Fi campus with D-link Gega switches, routers and access points for internet speed. BSNL is IMSCD&R's internet service provider and the current internet bandwidth is 300MBPS.

Internet and Wi-Fi facility is also available in Boy's and Girl's hostel. Students have been given laptop charging points at different places in institute's building, library, classrooms and hostel.

Chronology of up-dation

In year 2018-19, Configuration used was - Pentium III, Pentium IV, Celeron, 80GB Hard disk with CRT monitors

Low bandwidth Hubs and Switches, LCD projectors

Internet bandwidth/Wi-Fi speed: 50 MBPS

In year 2021-22, Configuration used was- Old computers replaced with Intel Core i5 processors, 8GB RAM, 500GB Hard disk and LCD/LED Monitors. Internet bandwidth/Wi-Fi speed: 100 MBPS

Internet bandwidth/Wi-Fi speed upgraded to 150 MBPS: 01st November 2021.

In year 2022-23, Configuration used was - Old computers up-graded with 8GB RAM and 512 GB Hard disk. LED Monitors. DLP projectors OPTOMA, SA520, 4000ANSI lumens

Internet bandwidth/Wi-Fi speed: 300 MBPS

Institute also has licensed software such as Microsoft base licenses and Microsoft Office 2010. The institute has also installed Quick Heal total security antivirus. The institute has appointed two qualified technicians on permanent basis for IT infrastructure maintenance.

Thus, Institute frequently updates its IT facilities and provides sufficient bandwidth for internet connectivity.

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

4.3.2

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

Response: 1.93

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

Response: 225

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 9.51

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

2022-23	2021-22	2020-21	2019-20	2018-19
7.58	1.77	7.63	11.14	8.72

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 89.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
362	365	326	348	355

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

1. Soft skills
2. Language and communication skills
3. Life skills (Yoga, physical fitness, health and hygiene)
4. ICT/computing skills

Response: A. All of the above

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

5.1.3

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

Response: 98.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
432	438	353	335	376

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 54.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
105	96	47	106	110

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

2022-23	2021-22	2020-21	2019-20	2018-19
141	198	190	179	140

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

5.2.2

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

Response: 0

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

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

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 2

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

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

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

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

Response: 5.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	4	4	5	6

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

5.4 Alumni Engagement

5.4.1

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

Response:

IMS Alumni Association was initially registered by institute but as of now it is registered with B.P.H.E. Society, which is parent body of institute. Association office bearers are from within the faculty members as well as outside alumni.

Each alumni contributes to membership fees and this amount is collected and used for institute activities including Alumni Meet, Publication of Alumni News Letter etc.

Institute has helped to establish IMS Alumni Association (IMS-AA) to develop rapport between students and prestigious Alumni. Information Technology is fast changing field to keep the trend awareness and updating knowledge accordingly is essential. IT alumni are working in many prestigious MNCs like Infosys, TCS, Amdocs, Cognizant, Zensar Technologies and many more. Alumni like to visit campus as they have nostalgic connect with institute where they have studied and got career opportunities. Periodically Alumni connect with students online or offline depending on their availability. They have proper interaction with current batch students. Alumni give lot of knowledge about the current happenings in the industry. Which technologies students should focus more? What skills will benefit more to get better opportunities? This is informal interaction so that students and alumni both feel free to talk. It's called "Alumni Katta" because it gives a feeling that they are sitting below the trees on Kattas like they used to sit. Till date many Alumni participated in Alumni Katta Activity online or offline. Alumni also conduct online/offline lectures based on current trends in management as well as Computer. IMSCD&R also takes the help of Alumni in organizing various activities within campus like Fest-Der-Tech, IT Waves, Management Games, Business Plan Preparation, Best Manager etc. With the help of Alumni IMSCD&R also organizes Industrial Visits. Number of alumni have joined the institute as teaching faculty. Out of 23 teaching staff 12 are alumni. Both the Heads of Management and IT Department are alumni of the institute.

IMS-AA ARRANGES ALUMNI MEET EVERY YEAR. This is usually arranged in month of February or March. Invitations are sent to all alumni who are in contact. It is a one day program comprising of registration, formal welcome, formal interaction with current students, informal interaction over tea, and formal function of alumni meet, cultural program and dinner. In formal function Director presents the report of institute, alumni having achievements are felicitated. 'Star Alumni' Award is given to some of the alumni who have achieved higher position in their organization or were awarded as a best employee/achiever or who have passed examinations or certification in their interest, helped the institute in job placement and conducted Guest Lectures in the institute. Selected alumni share their experience

with current students. Alumni Newsletter is released every year. Newsletter includes articles and achievements of alumni. In the last 5 years, Alumni Meet were held on 15th April 2023, 28th May 2022, 7th March 2020, 16 March 2019, 17th March 2018.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

IMSCD&R has a stated vision and mission which has been well communicated to its stakeholders including students, staff, potential employers, parents of students and society in general. Institute gives priority and thrust to different activities which helps to achieve mission and objectives. Weightage is given to activities which helps overall development of the students.

Governance of institute has been responsive in adopting advanced ICT enabled tools for effective teaching-learning process. Extensive use of Social Media to interact with stakeholders and extensive use of e resources has enabled the Governance to focus on vision and mission.

Achieving the vision and mission are long term initiatives. Institute prepares a perspective plan for 5 years period. However, for each academic year Annual Plan which includes academic and other activities to be carried out is prepared. This reflects path to be taken so that institute moves nearer towards achieving vision and mission. Feedback is taken at the end of academic year to reflect on how the activities undertaken have supported the vision and mission. Feedback is discussed at different levels including College Development Committee and Governing body. Necessary changes if any are carried out in the Annual Plan to achieve the objectives of the long term perspective plan. The institutional governance and leadership is visible in various institutional practices.

A) Implementation of NEP 2020 Policy by-

1. Providing interdisciplinary / multidisciplinary courses to the students based on Choice Based Credit System.
2. Enrolling students for Academic Bank of Credits.
3. Establishment of Skill Enhancement & Entrepreneurship Development Centre.
4. Integration of Indian Knowledge System by including relevant subjects like Indian Ethos & Business Ethics, Business Government & Society etc.
5. Focus on Outcome Based Education.
6. Conducting online teaching, seminars, workshops.

B) Sustained Institutional Growth: Intake of students has been increased from 60 to 120 and now to 150 for MBA and from 60 to 90 for MCA program. New degree programs in Bachelor of Vocation have been introduced.

C) Decentralization and participative management: Institutional practices of decentralization and participative management are all pervasive. The perspective plan and the academic plan are prepared through decentralization and participation of staff both teaching and non teaching. At the beginning of academic year, various working committees are formed with members of different departments and sections depending on the nature of work entrusted. Each committee prepares an annual plan and the nature of activities to be carried out throughout the year. This ensures decentralization and participative management. Each committee conducts meetings, carries out activities as decided and maintains proper records. Periodically, coordinator and members of the committee jointly meet the Director to discuss and ensure that activities are carried out as planned and decide the changes if required.

Institutional practices of decentralization and participative management ensure that the staff is involved and motivated. These committees are for academic, co-curricular and extracurricular activities.

Thus, effective institutional governance & leadership are in accordance with the vision & mission of the institute and it is visible in various institutional practices.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Institutional strategic or perspective planning process gives an opportunity to the stakeholders including teachers, students, management, alumni, other staff etc to make effective choices for the development of the institute.

Current long term perspective plan of IMSCD&R covers the period 2021 to 2025. As such the perspective plan is prepared by each concerned department and sectional head.

Scope of the perspective plan includes:

- Institute level future plan of action.
- Management department plan.
- IT Department plan.
- Learning Resources Centre Plan.
- Placement Cell Plan.
- Skill Enhancement & Entrepreneurship Development Plan.

The Institute perspective plan includes both quality and quantity goals. Institutional perspective plan of 5 years is divided into annual plans. Once the annual plan is finalized, adequate steps and resources are committed to achieving the same.

At the end of the academic year, the implementation of the annual plan is reviewed and necessary steps are discussed and finalized to ensure that the balance plan if not implemented during the academic year is carried out in the next academic year. The perspective plan and annual plans forming part of it are discussed and reviewed by the Director and the Heads of Department. If required perspective plan is changed to accommodate new situation. The College Development Committee and Board of Control of the institute are also made aware of the progress of the perspective plan.

Institute has framed various policies & procedures for effective and efficient functioning. In addition to these, institute has also framed Service Rules and Code of Conduct for certain activities. These include – Quality Policy, Infrastructure & Physical Facilities Policy, Administration Policy, Financial Management & Resources Mobilization Policy, Strategic Plan & Policy Reforms, E – Governance Policy, Teaching-Learning & Curriculum delivery Policy, Examinations & Internal Evaluation Policy, Counseling & Mentoring Policy, Students Participation Policy, Extension Activities Policy, Anti Ragging Policy, Grievance Redressal Policy, Women Safety Policy, Alumni Policy, Faculty Empowerment Policy, Human Values & Professional Ethics Policy, Environment Sustainability, Waste Management & Green Initiatives Policy, Disabled Friendliness / Divyaangjan Policy, Study Tour Policy, Research Policy, Scholarships / Freeship / Award Policy and Policy for availing leaves by staff.

These policies, procedures service rules of conduct are well communicated to the concerned staff and students. Institute has prepared a special charter for students stating their rights and responsibilities. These are well communicated through the Prospectus and are also prominently displayed in the strategic location near Learning resources center (Library).

Institute has also prepared Organogram specifying the administrative setup and organizational hierarchy including various departments, sections and committees for different activities. Departmental heads and coordinators of the committees are required to maintain record of the activities carried out during the year, meetings conducted and minutes of the meetings.

Institute also carries out periodic Academic & Administrative Audit & Library Audit which ensures effective implementation of the teaching learning process. It also participates in NIRF which ensures continuous commitment to quality initiatives.

Thus, institutional perspective plan is effectively deployed and functioning of institutional bodies is effective and efficient.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Institute has a functioning Performance Appraisal System. Performance appraisal consists of two parts:

Part A covers personal abilities of concerned teaching staff member like subject knowledge, competency level teamwork, punctuality, self-discipline etc. Concerned teaching staff carries out 'Self-Appraisal' for

different abilities and grades. Grades are reviewed by Departmental Head and Director.

Part B of the performance appraisal form contains feedback by the head of the department and Director to the concerned faculty. It also contains the plan of improvement by the faculty.

Appraisal form for non-teaching members contains job description of each activity given to concerned member. Member gives self-appraisal as per different grades. This is assessed by Head of section and discussed with Director and necessary plan of improvement by the concerned staff is given.

Performance appraisal of staff has helped in improving performance of staff, increases employee engagement and provides documentation for future reference. It helps institute in better understanding of employees and in discovering strengths and weaknesses of employees.

Institute has effective welfare measures for its staff. Excellent performance is a result of the motivation of staff through welfare measures.

Maximum welfare measures are undertaken for the benefit of staff, both teaching and non-teaching.

These include:

1. **Permanent Tenure:** All the teaching staff and most of the non-teaching staff have permanent appointments.
2. Salary is given at appropriate levels and includes basic salary, AGP, Dearness Allowance, Housing Rent Allowance and Travel Allowance as applicable. The basic salary increment and increase in Dearness allowance is given periodically.
3. Contribution to Provident Fund by the Management.
4. Group gratuity provision with LIC.
5. Supports staff in medical insurance. Annual insurance premium is paid by the institute and recovered in monthly installments. Convenient for low salary staff members.
6. Provision with Credit Cooperative Society through which loans and deposit facility is made available.
7. Encouragement & sponsorship to staff members to participate in faculty development and training programs.
8. Honorarium to staff for writing research papers. Financial incentives for Ph. D. Completion.
9. Encourages faculty members for consultancy work.
10. Laptops provided in installments.
11. Uniforms to Class IV staff & duty dress for other teaching and non teaching staff.
12. Compensatory leave to staff members who have worked additionally on holidays and vacation period.
13. Concessional fees for employees offspring.
14. Group Accident Policy for staff.

Staff has avenues for career development / progression within the Institute. Since the establishment of the Institute all the higher teaching posts have been filled with internal promotions based on merit and tenure of service. Assistant Professors have been promoted to Associate Professors and Associate Professors have been promoted as Professors.

In case of non-teaching staff also internal promotions have been implemented. For example from clerk to Senior Clerk, from clerk in accounts section to assistant accountant, and from assistant office superintendent to office superintendent.

Thus institute has properly planned and successfully implemented faculty empowerment strategies.

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

6.3.2

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

Response: 28.95

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	9	5	10	6

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

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

Response: 2.87

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

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

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

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

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

regularly (internal and external)

Response:

IMSCDR is a non-grant institute. There is perpetual requirement to mobilize funds.

Strategies for mobilization of funds includes:

- 1) Undertaking consultancy assignments by sending expert staff as Trainers for academic workshops.
- 2) Conducting exams on behalf of ICAI, ICSI. Institute receives per head utilisation charges.
- 3) Encouraging faculty members to get Ph. D. guideship. This enables institute to enroll more Ph. D. students & get fees.
- 4) Conducting coursework for Ph. D. students.
- 5) Conducting online exams on behalf of TCS and others.
- 6) Encouraging faculty members to apply and secure minor research projects from UGC, ICSSR and S. P. Pune University. Institute receives facilitation charges.
- 7) Conducting short term courses like Event Management, Computer Literacy etc.
- 8) Promoting scheme in which well-wishers/alumni sponsor a scholarship. Amount is kept in separate Bank deposit and interest received is given to worthy students as scholarship.
- 9) Institute has spare infrastructure which is given to outside educational entities and through this amount is mobilized. Institute gets monthly amount as facilitation charges.
- 10) Conducting Central Assessment Program on behalf of S P Pune University and earning facilitation charges.

Institute ensures optimal utilization of resources by preparing annual financial budget. Budget gives details of income and its utilization on various expenditure heads. The budget is prepared based on estimated intake of students and fees charged, other sources of income, expenditure on salary, provident fund, capital expenditure, maintenance expenditures, non-recurring expenditure etc. Periodic review of the budget ensures optimal utilization of resources. Short term excess funds are deposited in short term deposits to earn interest. Purchase committee ensures that quotations are invited and purchase order is given to the most competent vendor without compromising the quality. Budgeting ensures giving priority to different expenditure to be incurred in the best interest of institute.

Institute has an Integrated Internal Control System which is part of Internal Audit process. Institute has Purchase and Internal Finance Committee which is responsible for ensuring that purchase procedure is transparent, cost efficient and non corrupt. Annual and monthly budgets are prepared and analysis done with actual receipts and payments. Standardized payment vouchers are used, signed by Accountant, Director and Secretary of society. Payments are given only by cross cheques or electronically transferred. There are no cash payments.

Periodical Payment and Receipts Statements along with bank balances are submitted to Society office. Accounts department is fully ICT based. It uses latest Tally software. Most of the finance activities are carried out digitally. All these ensure proper internal control system and internal audit.

External Audit is carried out by Saptarshi and Company, appointed by Society. Full audit is carried out for all account of the institute. Audited accounts are approved by Governing Society and submitted to various Government authorities including Income Tax, Charity Commissioner's Office, Fees Regulatory Authority, PF office and others.

Mechanism for settling audit objections is in place but since the establishment of the institute in 1991, there have been no audit objections.

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

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

IMSCD&R had established IQAC on 24th August 2011 with a view to improving quality of various academic and non academic activities. IQAC consists of teaching and non-teaching staff and is chaired by Director.

It is only through the efficient and effective conduct of IQAC that institute was able to get Grade 'A' accreditation in the first round and Grade 'A+' in the second re-accreditation round.

IMSCD&R carried out various academic, co-curricular and extracurricular activities through various committees and coordinators. Institute ensures that at least one IQAC member is there in each of the committees. Role of the IQAC member is both to function as committee member and at the same time suggest measures to qualitatively improve working of that particular committee. IQAC member also ensures that activity is standardized and institutionalized.

For example, IQAC member in the Library Committee made suggestion for digitalization of Ph. D. thesis. This was accepted and now all Ph. D. Thesis have been digitalized.

Thus IQAC has contributed significantly for institutionalizing quality assurance strategies and processes.

IQAC conducts its own regular meetings, makes annual plans and prepares Annual IQAC report giving the details of activities carried out. One of its primary responsibilities is to prepare the AQAR and submit it to NAAC as well as upload it on the institute website. IQAC also gives suggestions for new 'Best Practices' to be adopted by the institute as well as ensures that previously adopted Best Practices are continued with required quality initiative. IQAC also ensures that periodical Academic & Administrative Audit, Library Audit, participation in NIRF is carried out. This ensures that quality assurance strategies and processes are properly and effectively implemented. The teaching learning process, structures and methodologies of operations and learning outcomes are reviewed through periodic intervals and the incremental improvements in various activities are recorded and taken note of by the IQAC.

For example, teaching learning process has a direct impact on the grades and passing percentage of the students. Result analysis or incremental differences in pass percentage and grades which could be both positive and negative are recorded and necessary action is taken if required, especially if negative differences are found. Reasons for such negative diversions are found out and corrective action is taken.

Similarly in case of placements how many companies were approached for the placement, how many companies conducted campus interviews and percentage of students placed is recorded and thereby incremental improvements made note of. The IQAC deputes its committee member to take note of such incremental improvements. This is part of Placement Report analysis by IQAC.

These incremental improvements in various activities and differences are also discussed in the Statutory Bodies of the Institute which includes the College Development Committee and the Board of Control. The suggestions given by the committee and board members are considered for further improvement in the various activities.

Thus IQAC contribution has been immense in institutionalizing quality assurance strategies & processes.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

IMSCD&R has initiated Gender Audit. Institute recognizes and values all genders equally. Gender equity can be ascertained by the number of women staff and girl students in the institute. Out of 23 teaching faculty 10 are women including Head of Management Department. Average percentage of girl students in the last five years is 50.8. In case of non teaching staff 5 are women including Librarian and Office Superintendent.

Institute carries out various measures for promotion and protection of women staff and girl students. This includes formation of various committees including IMS Vidyarthini Manch (Girls Association), Anti-Ragging Committee, Prevention of Sexual Harassment Committee, Provision of Helpline number. IMS Vidyarthini Manch carries out various initiatives and gender sensitization programs regularly for girl students and staff.

IMSCD&R has carried out various measures for promotion of gender equity. Institute promotes mixed seating arrangements in classrooms and computer labs. Various competitions, sports and management games are equally participated by girl students. Dress code for boys and girls students is uniform. Students of all genders are encouraged to equally participate in various student committees and activities. Faculty has been instructed to be gender sensitive while teaching as well as while carrying out various programs and activities. IMSCD&R believes in 'Different gender but equal rights'.

IMSCD&R has established IMS-WE Association, as part of Skill Enhancement & Entrepreneurship Development Center. IMS-WE Association provides a platform for Women Entrepreneurs for marketing their products. IMS-WE Association 'Facebook Group' was launched in October 2020 and currently 2300 are part of this group. As part of this initiative, regular Women Entrepreneurs Exhibitions are organized. IMS WE association motivates women entrepreneurs and inspires them to start, run and grow their business. It has also published 'Atmanirbhar' e-booklet on struggle and success of women entrepreneurs in Ahmednagar.

In all activities of the institute- academic, co-curricular, extra-curricular, equal opportunity for participation is given to all genders. In addition to this, there are certain activities which are exclusively conducted for girl students. For example, Hemoglobin drive, guest lecture on 'Healthy women, Empowered women'. International Women's Day is celebrated by all genders. Institute also conducted online workshop on 'Let's talk about the Elephant in the room'- Dialogue about 'Gender Awareness'. Many such activities are organized by the Vidyarthini Manch throughout the year.

Specific facilities are there to ensure health, safety and security for women on campus. These include first aid box, special medical room in the campus for girls, common room for girls in the main IMS building, sport building & yoga center common for all, sports room for girls. IMSCDR has girls hostel with capacity for about 50 girls. Girls hostel also has sanitary pad vending machine and equipment for disposal of used sanitary pads. TV connection and electrical points for charging laptops/ mobiles are available in buildings and hostel. Complete campus, buildings, hostel are covered by CCTV. Helpline number are placed in the campus and building. Professional security is provided for the institute campus as well as girls hostel.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

Discrimination and social segregation on the basis of religion, caste, culture, language, gender or region is neither encouraged nor tolerated.

Institutional initiatives for inclusive environment include-

1. Inclusive admission policy. Although IMSCD&R is a minority institute, these minority seats are surrendered and admissions are as per Government norms. Accordingly, admissions are filled up from diversified reserved categories, students from within home university, outside home university and selection on all India basis.
2. Newly admitted students have to attend induction program. This consists of different ice breaking games, team building and lectures by faculty and outside experts. During induction program, groups are formed of diverse background students.
3. Every student goes through counseling and mentoring by faculty. This helps in the sensitization of students.
4. Although medium of instruction is English, faculty is encouraged to explain concepts in regional

- and national language depending on the background of students. This increases comfort level amongst students from rural and non English background.
5. Students irrespective of their background are treated fairly and get equal opportunities to participate in classroom discussion as well as to take part in departmental and institutional activities.
 6. Institute has a laboratory to improve English language which helps students them in better placement. This is beneficial to students from non English background.
 7. Parents teachers meet is conducted regularly to make parents aware of activities and progress of students and institute. Suggestions given by parents are used for further improvements.
 8. Faculty is sensitized to differentiate between fast and slow learners and accordingly follow the teaching methodology.
 9. Various student committees are formed consisting of diverse students. These include students library committee, Placement committee, Sports committee, Students Research committee, Magazine committee, etc. Such participation encourages team collaboration amongst students of diverse background.
 10. Different student activities and games are organized with participation of diverse students. This includes Management Games, IT Waves, Fest-Der-Tech, Aagneyum. Not only students of IMSCDR but outside students from different colleges participate in such games.

Inclusive environment is there not only for students but also for staff. Selection of staff is done without any type of discrimination and solely based on merit. Staff members from different background participate in various committees and activities in an harmonious manner.

Institute library has books and magazines from diverse fields and languages so that students from different backgrounds can benefit.

Sensitization of students and employees to constitutional obligations is done through active participation and celebration of various days like Constitution Day, Matrubhasha Diwas, Flag hoisting on Independence, Republic & Maharashtra day, Teachers day celebration, International Womens Day, Christsmas for all, International Yoga Day, Swachta Pledge, Green India, Clean India Pledge specially drafted by IMSCDR, Unity Day, Minority Rights Day, Online session on 'Drugs free India, Healthy India'

Institute has participated in Vigilant India, Prosperous India program. It also organized Electoral Awareness program for students and staff. IMSCDR has also jointly organized 10th Indian Social Work Congress on the theme 'Green Social Work- Response to Climate Change & Environmental Issues'.

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

7.2 Best Practices

7.2.1

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

Response:

Every year two best activities successfully implemented by institute are submitted as 'best practices'. During last five years, following best practices have been implemented-

Year 2018-19

1. Digitalization of IMS Research Thesis
2. Effective Use of colour coding and Microsoft excel in Central Assessment Programme (CAP)

Year 2019-20

1. Digital Literacy for Empanelled Training Institute's (ETI) National Service Scheme's (NSS) Programme Officers of the state of Maharashtra.
2. Career Guidance among graduation students by visiting various colleges.

Year 2020-21

1. Online support for MCA/ MBA Aspirants
2. Distribution of learning material by Library

Year 2021-22

1. Unnat Bharat Abhiyan(UBA)
2. National Digital Library of India (NDLI)-Club

All previous practices have been submitted in previous AQAR and are also attached in 'Any other relevant information' section.

Two best practices implemented by institute in the Academic Year 2022-23 are as follows:-

Best Practice 1: FIT INDIA Movement

1. Title of the Practice FIT INDIA Movement

2. Objectives of Practice

FIT INDIA Movement was launched with a view to make fitness an integral part of our lives. Objective is to bring about behavioral changes and move towards more physically active lifestyle. Fit India proposes to undertake various initiatives and conduct events to encourage people to inculcate physical activity and sports in their lives.

3. Context:

Movement was launched by Prime Minister on occasion of National Sports Day. "Fit India Movement" appeals to every citizen to remain healthy and fit by inculcating physical activity.

4. The Practice:

In accordance with indicative guidelines Institute; appointed a Nodal Officer. Activities conducted were:

1. Fit India Freedom Run
2. Online National Level Webinar: "Life skills - Inner peace and happiness"
3. Online National Level Webinar Topic: Nutrition, Health and Fitness

Certificates were given to all participants.

5. Evidence of Success:

a. Fit India Freedom Run: IMS Fit India Movement Competition "?????? ?? ??? ??? ???? ??" was organized in digital format from 14-20 September 2021 by Institute and NDLI Club. Activity got wide press coverage and participation.

b. Online National Level Webinar: Institute in association with Fit India Movement G.O.A.L.S. (Goals for Active Life Style) organized national level webinar on "Life skills - Inner peace and happiness" on 30th June 2021. Expert was Prof. Sukanya Phansalkar, Clinical psychologist, and Life Coach. Activity got 242 participants.

c. Online National Level Webinar Topic: Nutrition, Health and Fitness : Institute FIT India Movement , organized one day webinar on on 21st Oct 2021. Speaker Dr. Neelima S. Udmale Obstetrician, Gynecologist & Nutritionist spoke on 'Nutrition, Health and Fitness'. She clarified health and fitness related doubts during the interactive session. Activity got 54 participants.

6. Problems Encountered and Resources Required:

Activities were conducted when the students were not available on-campus. Problems encountered while conducting these activities were: Promotion of event, communication with stakeholders prior to activity,

registering participants, keeping participants engaged in the online activities.

Institute efficiently managed and overcame these problems with optimal utilization of its resources like Internet infrastructure, e-filers, online registration and feedback forms, and e-certificates.

7. Any other information:

Government of India, Ministry of Youth Affairs and Sports has made a web portal available for the Higher Education Institutes namely fitindia.gov.in. Institute is registered member of this portal. Ministry plans the events and asks Institutes to conduct the event. Once the event is conducted a feedback form is to be filled whereupon participant certificates are issued. Regular conduct of this practice helps students to be physically & mentally fit.

Best Practice 2: Intellectual Property Rights (IPR)

1. Title of the Practice : Awareness of Intellectual Property Rights

2. Objectives:

Objective of intellectual property protection is to encourage the creativity of the human mind for the benefit of all and to ensure that benefits arising from exploiting a creation benefit the creator. National Intellectual Property Awareness Mission (NIPAM) aims to provide awareness and training on Intellectual Property (IP).

3. Context:

Intellectual property rights, including patents and design filings, play a crucial role in safeguarding innovation and creativity. Patents grant exclusive rights to inventors, protecting their inventions from unauthorized use, production, or sale. Design filings protect the unique visual appearance of products, preventing others from copying or imitating their designs. These legal mechanisms promote innovation and encourage investment in research and development. Awareness of IPR is limited amongst students & society. There is a need to continuously create awareness of IPR and its importance.

4. The Practice :

One Day Workshop on 'Intellectual property Rights (IPR) & Patents and Design in association with Rajiv Gandhi National Institute of Intellectual Property Management (RGNIIPM), Government of India under National Intellectual Property Awareness Mission (NIPAM) was organized. Mr. Atul Khade, Assistant Controller of Patents & Designs, RGNIIPM, Nagpur was resource person for the webinar. Participants across country including Students, Research Scholars and faculty of the institute participated in the programme. Resource person explained Intellectual property system, the offices of the Controller General of Patents, Designs and Trademarks. Practice is to organize awareness programs on IPR.

5. Evidence of success:

Online program on Intellectual Property Rights and Patents was attended by approximately 450

participants. Participants gained several benefits from the session, including: In-depth Knowledge, Expert Guidance, Interactive Learning, Networking Opportunities, Practical Applications and Professional Development.

6. Problems encountered and Resources Required:

Problems encountered were technical glitches and communication barriers. The WhatsApp group created by the event coordinator proved helpful in addressing these issues and keeping participants informed. However, reaching out to all attendees through the feedback link was a challenge. Additionally, generation of e-certificates took couple of days, causing a delay in their distribution.

7. Any other information:

The National Online Workshop on "Intellectual Property Rights (IPR) & Patents and Design Filing" unlocked a world of opportunities. It helped participants discover the power of innovation, protected their ideas, and taught them the ins and outs of the IPR landscape. Such regular implementation of this practice will lead to more awareness of IPR and procedure to be followed for registering IPR. This would specially be helpful to entrepreneurs and start ups.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

IMSCD&R has a mission, vision and objective of providing quality education to all irrespective of caste & religion and make students good citizens of India. Priority and thrust is on different activities which help to achieve objectives and vision of institute. Within this, priority and thrust is on all activities which help overall development of students. This priority is manifested in different activities of the institute.

Distinctiveness of IMSCD&R is manifested in the quality of teaching staff. Teachers play critical role in building competencies of students through best practices. All the teachers in the institute are permanent. 65 % of teachers are PhD holders and 30% are PhD guides. Two patents are registered with the teachers of the institute. Institute has a PhD Research Center recognized by S.P.Pune University. The objective of research center is to encourage the spirit of research amongst the students and staff. The institute also publishes a peer reviewed research journal 'Indian Journal of Current Trends in Management Sciences'

for faculty and student's research journal 'Prayas' where research projects and papers by students are published. The quality of teaching faculty is an important component of performance and distinctiveness of institute.

Institute follows an inclusive policy for admissions of students and there is no discrimination of any kind. Distinctiveness of IMSCD&R is also visible through various institutional Activities like Fest-Der- Tech Competition, IT Waves, Aagneyum Competition, Management Games, Research Publications for staff and students along- with activities and practices by Library, Vidyarthini Manch and Student Council. These activities promote all round development of students, national integrity, ignite competitiveness and sportsman spirit, initiate use of technology, freedom of expression and information literacy, bridge gap between different strata of society and celebrate artistic spirit. Activities implemented accelerate and stimulate learning-teaching and research. These activities lead to continuous improvement in performance of institute.

Activities are dynamic and conducted periodically to recognize diversity and promote quality performance. Participation of students in different committees like placement, library, sports, etc help to create Institution centric LEADERS of tomorrow.

IMSCD&R is true to its mission statement of equal opportunity for quality education for students of diverse background, enrich them and make them better and responsible citizens of India and World. It has conducted programs on Electoral awareness and registering students for voting in elections. IMSCD&R is always at the forefront at adopting new initiatives. The institute has whole heartedly adopted NEP 2020 and encouraged implementation of the features of NEP 2020.

Institutional distinctiveness is elaborated by its vision to create World Class Management Institute. Institute is located at prime location and offers state of the art infrastructural facilities and competent staff. Institute has established Skill Enhancement & Entrepreneurship Development Center where short term job oriented courses are conducted for students and outsiders.

Throughout the year, activities of different nature are conducted and thrust of this is to boost personality and morale of students. These include student centric activities like personality development programs, value addition, social and cultural activities, sports activities, motivational speeches, lecture series and book talks which promote managerial and organizational skills and inculcate qualities of good citizenship and integrity amongst students. This is to make students excellent managers and an asset to organizations where they are employed. Institute has an English language lab for improving English language of students from non English background. This is most helpful for students to get good placements. Institute also has a dedicated Training and Placement officer (TPO). This ensures that students are placed in well known organizations both for their project work as well as jobs.

Distinctive institutional performance of IMSCD&R is noticed from list of Best Practices viz. Digitalization of IMS Research Thesis, Effective Use of colour coding and Microsoft excel in Central Assessment Programme (CAP), Digital Literacy for Empanelled Training Institute's (ETI) National Service Scheme's (NSS) Programme Officers of the state of Maharashtra, Career Guidance among graduation students by visiting various colleges, Online support for MCA/ MBA Aspirants, Distribution of learning material by Library, Unnat Bharat Abhiyan(UBA), National Digital Library of India (NDLI)-Club, FIT INDIA Movement and Awareness of Intellectual Property Rights (IPR) which have been institutionalized. These best practices adapted by the institute are instrumental in the overall personality development of the students. Institute has adopted five villages in Ahmednagar District viz.

Chass, Jeur, Vambori, Sakur & Sasewadi. Management ensures availability of proper infrastructure and effective governance system for carrying out various activities for the society. Implementation of social activities practices has helped IMSCD&R to create a strong brand and goodwill for itself amongst the society and citizens of Ahmednagar.

Students quench for the “best” is satisfied. Institute maintains cordial relations with all its stakeholders. This includes organizing Parent Teacher meet, Alumni meet, Annual Day for students and other activities. Institute also has various publications including ‘Institute Newsletter’, ‘Students Annual Magazine- Reflections’, ‘Alumni Newsletter’ & ‘Library Newsletter’. These publications involve participation of students and staff and help to communicate the activities and achievements of the students and institute. Stakeholders of institute include students, staff members, alumni, parents, employers, management, regulators (including University, AICTE) and society at large. As a responsible institute IMSCD&R, has not only financial audit, but Academic & Administrative Audit, Library Audit, Green Audit, Energy Audit and Gender Audit. These audits reflect the performance of the institute and give direction to further improvement.

Institute Distinctiveness has been well recognized by the numerous awards and reorganization received by IMSCD&R. This include ‘Best Institute Award’ by S.P.Pune University, National Award for IT Leadership, Best Library Award, Best Librarian Award, Best Non Teaching Award.

The performance and distinctiveness of IMSCD&R has been acknowledged by the students who consider it to be best and first choice for enrolling for management & IT programs in Ahmednagar and beyond.

At IMSCD&R amongst the stakeholders, it is always students’ first in priority. As our motto says “NOT THINGS BUT MEN”, “I DARE YOU”.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

IMS Prospectus 2023-24:

https://www.imsedr.ac.in/public/iqac/IMS%20Prospectus%202023-24_358341696593106.pdf

IMS Policy Document Final:

https://www.imsedr.ac.in/public/iqac/IMS%20Policy%20Document_482991696673048.pdf

MS Alumni Newsletter Vol. 11 March 2018:

https://www.imsedr.ac.in/public/iqac/IMS%20Alumni%20Newsletter%20Vol.%2011%20March%202018_916591696587749.pdf

IMS Alumni Newsletter Vol. 12 March 2019:

https://www.imsedr.ac.in/public/iqac/IMS%20Alumni%20Newsletter%20Vol.%2012%20March%202019_558501696748834.pdf

IMS Alumni Newsletter Vol. 13 March 2020:

https://www.imsedr.ac.in/public/iqac/IMS%20Alumni%20Newsletter%20Vol.%2013%20March%202020_728101696748860.pdf

IMS Alumni Newsletter Vol. 14 May 2022:

https://www.imsedr.ac.in/public/iqac/IMS%20Alumni%20Newsletter%20Vol.%2014%20May%202022_489101696588422.pdf

IMS Alumni Newsletter Vol. 16 June 2023:

https://www.imsedr.ac.in/public/iqac/IMS%20Alumni%20Newsletter%20Vol.%2016%20June%202023_838971696753646.pdf

IMS Magazine Reflections 2018-19:

https://www.imsedr.ac.in/public/iqac/IMS%20Magazine%20Reflections%202018-19_94021696748894.pdf

IMS Magazine Reflections 2019-20:

https://www.imsedr.ac.in/public/iqac/IMS%20Magazine%20Reflections%202019-20_254871696748914.pdf

IMS Magazine Reflections 2020-21:

https://www.imsedr.ac.in/public/iqac/IMS%20Magazine%20Reflections%202020-21_793571696748933.pdf

IMS Magazine Reflections 2021-22:

https://www.imsedr.ac.in/public/iqac/IMS%20Magazine%20Reflections%202021-22_870591696748986.pdf

IMS Magazine Reflections 2022-23:

https://www.imsedr.ac.in/public/iqac/IMS%20Magazine%20Reflections%202022-23_381001696749014.pdf

IMS Newsletter Vol. 44 July 2018:

https://www.imsedr.ac.in/public/iqac/IMS%20Newsletter%20Vol.%2044%20July%202018_402441696592770.pdf

IMS Newsletter Vol. 45 March 2019:

https://www.imsedr.ac.in/public/iqac/IMS%20Newsletter%20Vol.%2045%20March%202019_304601696592790.pdf

IMS Newsletter Vol. 46 Sept 2019:

https://www.imsedr.ac.in/public/iqac/IMS%20Newsletter%20Vol.%2046%20Sept%202019_111091696592895.pdf

IMS Newsletter Vol. 47 Jan 2020:

https://www.imsedr.ac.in/public/iqac/IMS%20Newsletter%20Vol.%2047%20Jan%202020_142361696592924.pdf

IMS Newsletter Vol. 48 Aug 2020:

https://www.imsedr.ac.in/public/iqac/IMS%20Newsletter%20Vol.%2048%20Aug%202020_537401696592952.pdf

IMS Newsletter Vol. 49 July 2021:

https://www.imsedr.ac.in/public/iqac/IMS%20Newsletter%20Vol.%2049%20July%202021_94361696592974.pdf

IMS Newsletter Vol. 50 Jan 2022:

https://www.imsedr.ac.in/public/iqac/IMS%20Newsletter%20Vol.%2050%20Jan%202022_211441696593004.pdf

IMS Newsletter Vol. 51 July 2022:

https://www.imsedr.ac.in/public/iqac/IMS%20Newsletter%20Vol.%2051%20July%202022_479401696593035

.pdf

IMS Newsletter Vol. 52 Jan 2023:

https://www.imsedr.ac.in/public/iqac/IMS%20Newsletter%20Vol.%2052%20Jan%202023_419761696593053.pdf

IMS Newsletter Vol. 53 July 2023:

https://www.imsedr.ac.in/public/iqac/IMS%20Newsletter%20Vol.%2053%20July%202023_186781696912626.pdf

IMS Library Newsletter Vol. 09 April 2018:

https://www.imsedr.ac.in/public/iqac/IMS%20Library%20Newsletter%20Vol.%2009%20April%202018_253721696589711.pdf

IMS Library Newsletter Vol. 10 April 2019:

https://www.imsedr.ac.in/public/iqac/IMS%20Library%20Newsletter%20Vol.%2010%20April%202019_536481696589787.pdf

IMS Library Newsletter Vol. 11 July 2020:

https://www.imsedr.ac.in/public/iqac/IMS%20Library%20Newsletter%20Vol.%2011%20July%202020_391851696589840.pdf

IMS Library Newsletter Vol. 12 June 2021:

https://www.imsedr.ac.in/public/iqac/IMS%20Library%20Newsletter%20Vol.%2012%20June%202021_80321696589885.pdf

IMS Library Newsletter Vol. 13 June 2022:

https://www.imsedr.ac.in/public/iqac/IMS%20Library%20Newsletter%20Vol.%2013%20June%202022_627291696590277.pdf

IMS Library Newsletter Vol. 14 June 2023:

https://www.imsedr.ac.in/public/iqac/IMS%20Library%20Newsletter%20Vol.%2014%20June%202023_197421696592713.pdf

IMS International Conference January 2023 Proceedings:

https://www.imsedr.ac.in/public/iqac/IMS%20Conference%20Proceedings%20January%202023_579911696830062.pdf

IMS Journal 2019 Vol. 12 Issue 1:

https://www.imsedr.ac.in/public/iqac/IMS%20Journal%202019%20Vol.%2012%20Issue%201_411681696920896.pdf

IMS Journal 2020 Vol. 13 Issue 1:

https://www.imsedr.ac.in/public/iqac/IMS%20Journal%202020%20Vol.%2013%20Issue%201_204581696920981.pdf

IMS Journal 2021 Vol. 14 Issue 1 Jan 2021:

https://www.imsedr.ac.in/public/iqac/IMS%20Journal%202021%20Vol.%2014%20Issue%201%20Jan%202021_825011696921246.pdf

IMS Journal 2021 Vol. 14 Issue 2 August 2021:

https://www.imsedr.ac.in/public/iqac/IMS%20Journal%202021%20Vol.%2014%20Issue%202%20August%202021_963321696921367.pdf

IMS Journal 2023 Vol. 16 Issue 1 April 2023:

https://www.imsedr.ac.in/public/iqac/IMS%20Journal%202023%20Vol.%2016%20Issue%201%20April%202023_601501696921460.pdf

IMS Journal 2023 Vol. 16 Issue 2 August 2023:

https://www.imsedr.ac.in/public/iqac/IMS%20Journal%202023%20Vol.%2016%20Issue%202%20August%202023_209001696921559.pdf

IMS College Development Committee Minutes of Meetings 2018-19 to 2022-23:

https://www.imsedr.ac.in/public/iqac/IMS%20College%20Development%20Committee%20Minutes%20of%200Meetings%202018-19%20to%202022-23_724471696924121.pdf

Concluding Remarks :

IMSCD&R is self-financed institute set-up in Ahmednagar, Maharashtra, a Teir-4 city. It offers Management and IT Programmes approved by AICTE and affiliated to Pune University. It has recognized Ph. D. Research Centre in Management.

Institute has Mission, Vision and Objectives of providing quality education irrespective of caste and religion. Its values include transparency, secularism, rural and local focus and nation building. It follows inclusive admission policy and non-discriminatory employment policy. Institute has student centric policies in its activities and functioning. Students are first priority. Institute ensures that students' get Government scholarships. For payment of fees, easy installment plans are offered. Students take participation in academic, co-curricular, extra-curricular and social activities. Institute conducts numerous value addition programs for students. Gender equality is promoted.

Institute has dedicated Training and Placement Officer. Students get suitable internship opportunities and final placements in prestigious companies. Institute has set-up Skill Enhancement and Entrepreneurship Development Centre (SEED-C).

Institute has quality teaching staff. 65% teachers are Ph.D. holders and 30% are Ph.D. Guides. It also invites industry experts as guest speakers. Institute provides various welfare measures to staff including Dearness, Housing and Travel Allowances, Provident Fund Contribution, Gratuity Contribution, liberal leave policy and merit based promotion policy. Student to Teacher ratio is less than 20:1.

Institute has infrastructure as per AICTE norms including sufficient classrooms, computer labs, English learning labs, ERP system, maximum E-Governance, facilities for differently abled. Library has large number of books, periodicals, journals and e-resources. Faculty uses extensive ICT process.

Institute encourages research by teachers and students. It publishes referred research journal. Faculty actively involved in research papers. 2 patents have been registered.

Institute follows strict internal control system. Payments including salary are by banking system. Annual Budget and monthly financial statements are prepared. Accounts are externally audited.

Institute has Academic and Administrative Audit, Library Audit, Green Audit, Energy Audit and Gender Audit. Institute has implemented many NEP 2020 activities.

Institute is recipient of many awards including 'Best Institute Award' from Pune University, 'National Award for IT Leadership', 'Best Library Award' etc.

Institute's Vision is to create World-Class Management Institute.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :19</p> <p>Remark : Values updated as per the documents.</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>278</td> <td>125</td> <td>49</td> <td>142</td> <td>165</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>263</td> <td>31</td> <td>49</td> <td>142</td> <td>165</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	278	125	49	142	165	2022-23	2021-22	2020-21	2019-20	2018-19	263	31	49	142	165
2022-23	2021-22	2020-21	2019-20	2018-19																	
278	125	49	142	165																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
263	31	49	142	165																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 449</p> <p>Answer after DVV Verification: 435</p> <p>Remark : Value has been updated aligning it with EP 1.1.</p>																				
1.4.1	<p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: C. Feedback collected and analysed</p>																				
2.1.1	<p>Enrolment percentage</p>																				

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
239	233	197	145	145

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
220	221	189	144	138

2.1.1.2. Number of sanctioned seats year wise during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
276	266	231	152	157

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
260	260	230	150	150

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
113	102	84	67	64

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
112	98	81	67	64

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
113	102	84	67	64

Answer After DVV Verification :

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

133	113	118	77	77
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2.4.1 **Percentage of full-time teachers against sanctioned posts during the last five years**

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	202	193	183	144

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
142	198	132	183	139

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	218	193	196	159

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
203	214	132	183	155

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.28	0.00	2.19	2.40	1.72

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0.00	0	6	0

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	9	4	5	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	8	4	5	2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	14	16	13	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	10	7	4	0

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	1	9	0	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	1	5	0	3

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
20	27	21	12	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	4	4	7	8

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

Answer before DVV Verification : 25

Answer After DVV Verification :9

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17.50	3.78	1.65	3.15	22.43

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11.99071	3.12515	1.06395	0.90185	21.40906

4.3.2	<p>Student – Computer ratio (Data for the latest completed academic year)</p> <p>4.3.2.1. Number of computers available for students usage during the latest completed academic year: Answer before DVV Verification : 225 Answer after DVV Verification: 225</p>																				
4.4.1	<p><i>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</i></p> <p>4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs) Answer before DVV Verification:</p> <table border="1" data-bbox="306 748 1046 884"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>76.79</td> <td>58.44</td> <td>40.50</td> <td>74.90</td> <td>88.37</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 963 1046 1099"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>7.58</td> <td>1.77</td> <td>7.63</td> <td>11.14</td> <td>8.72</td> </tr> </table> <p>Remark : Values updated as per the supporting documents considering the expenditure incurred on repair and maintenance of infrastructure.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	76.79	58.44	40.50	74.90	88.37	2022-23	2021-22	2020-21	2019-20	2018-19	7.58	1.77	7.63	11.14	8.72
2022-23	2021-22	2020-21	2019-20	2018-19																	
76.79	58.44	40.50	74.90	88.37																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
7.58	1.77	7.63	11.14	8.72																	
5.1.2	<p><i>Following capacity development and skills enhancement activities are organised for improving students’ capability</i></p> <ol style="list-style-type: none"> 1. <i>Soft skills</i> 2. <i>Language and communication skills</i> 3. <i>Life skills (Yoga, physical fitness, health and hygiene)</i> 4. <i>ICT/computing skills</i> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>																				
5.1.4	<p><i>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</i></p> <ol style="list-style-type: none"> 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students’ grievances 4. Timely redressal of the grievances through appropriate committees <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>																				

<p>5.2.1</p>	<p>Percentage of placement of outgoing students and students progressing to higher education during the last five years</p> <p>5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>106</td> <td>96</td> <td>47</td> <td>106</td> <td>110</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>105</td> <td>96</td> <td>47</td> <td>106</td> <td>110</td> </tr> </tbody> </table> <p>5.2.1.2. Number of outgoing students year wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="304 815 1046 949"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>142</td> <td>198</td> <td>190</td> <td>179</td> <td>140</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1028 1046 1162"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>141</td> <td>198</td> <td>190</td> <td>179</td> <td>140</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	106	96	47	106	110	2022-23	2021-22	2020-21	2019-20	2018-19	105	96	47	106	110	2022-23	2021-22	2020-21	2019-20	2018-19	142	198	190	179	140	2022-23	2021-22	2020-21	2019-20	2018-19	141	198	190	179	140
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<p>5.2.2</p>	<p>Percentage of students qualifying in state/national/ international level examinations during the last five years</p> <p>5.2.2.1. Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.) Answer before DVV Verification:</p> <table border="1" data-bbox="304 1480 1046 1615"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>11</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1693 1046 1827"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	11	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	0																				
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2022-23	2021-22	2020-21	2019-20	2018-19																																					
0	0	0	0	0																																					
<p>5.3.1</p>	<p>Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years</p> <p>5.3.1.1. <i>Number of awards/medals for outstanding performance in sports/cultural activities at</i></p>																																								

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	2	5	0

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	5	9	12	25

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	4	4	5	6

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	9	5	10	6

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	1	13	1	6

Answer After DVV Verification :

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

Remark : Values have been updated in 6.3.2.2 as per the SSR documents.

6.5.2

Quality assurance initiatives of the institution include:

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

Answer before DVV Verification : A. Any 4 or more of the above

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

7.1.2

The Institution has facilities and initiatives for

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

Answer before DVV Verification : A. 4 or All of the above

Answer After DVV Verification: A. 4 or All of the above

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>449</td> <td>446</td> <td>363</td> <td>348</td> <td>393</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>435</td> <td>442</td> <td>363</td> <td>346</td> <td>386</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	449	446	363	348	393	2022-23	2021-22	2020-21	2019-20	2018-19	435	442	363	346	386
2022-23	2021-22	2020-21	2019-20	2018-19																	
449	446	363	348	393																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
435	442	363	346	386																	
2.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>23</td> <td>23</td> <td>23</td> <td>22</td> <td>23</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>23</td> <td>23</td> <td>23</td> <td>22</td> <td>23</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	23	23	23	22	23	2022-23	2021-22	2020-21	2019-20	2018-19	23	23	23	22	23
2022-23	2021-22	2020-21	2019-20	2018-19																	
23	23	23	22	23																	
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23	23	23	22	23																	