SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

PUNE INSTITUTE OF BUSINESS MANAGEMENT

GUT NO. 605/1, LAVASA ROAD, PIRUNGUT
412115
www.pibm.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

IAEER's Pune Institute of Business Management was established in the year 2007 with the sole vision of creating better educational and professional avenues for the students and staff of PIBM. Over the last decade, the institute has strived towards improving learning experience for students, exposure to industry and develop a rich culture for research and development for both faculty and students.

Vision

Vision of Pune Institute of Business Management

*Pune Institute of Business Management strives to achieve global identity through its innovative and unconventional methods and efforts for the betterment of the community by **producing skilled workforce with values, dynamism and entrepreneurial skills**. Our vision is to become the hallmark of professional excellence by adopting a holistic approach to learning.*

Mission

Mission of Pune Institute of Business Management

At Pune Institute of Business Management, we endeavor to become the finest institute in management education where equal emphasis is laid upon personal and academic development. Our aim is to create role models that can play a pivotal role in shaping our society as they climb the corporate ladder. Our mission is to develop action oriented leaders of extraordinary tenacity and stamina to make things happen as they should be.

PIBM stands strong on the robust foundation of **key core values** which envisions the Student Growth & Empowerment.

1. **Continual Improvement** - Consciously identifying gaps and deficiencies in the processes and improving them to build more robust systems. Raising benchmarks of performance continually.
2. **Holistic Student Development** -Building Content, Confidence and Communication in students for developing strong employment ability in them. Building entrepreneurs and intra-preneurs of tomorrow
3. **Sustainable Growth** -Developing robust process orientation and digitizing processes for sustainable growth.
4. **Transparency & Empowerment**- Building an empowered and transparent culture giving equal and fair opportunities to all employees.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Unique training pedagogy (SCPS) that follows an application oriented approach** to train students from all graduation backgrounds and prepare them for the practical aspects of their jobs.
- **A dynamic evaluation mechanism** utilizing both written and verbal forms of assessments. Mock GDs, PIs, viva, power point presentations, class tests, assignments, long term projects, and out-bound assignments are conducted for evaluation of each subject.
- A **robust industry interface** with weekly corporate interactions, live projects, internships at the end of each semester and corporate mentorship programs.
- **Best in industry training talent** with an experienced Academic Advisory council is there to guide the faculty for achievement of Program Objectives.
- **Dedicated mentorship program** to guide students on career prospective, training requirements, remedial actions to be take and overall counseling.
- **Progressive research focus**, which is very different from the traditional approach towards research. Flexible research field exploration and generating industry specific insights which are useful for students, faculty and associated companies.
- **Industry Incubation Centers** established on the campus have brought versatile exposure to our students and faculty by way of research projects and consulting opportunities. This has also contributed to creating a dynamic culture of knowledge development and dissemination.
- **Active student participation** in academic, co-curricular, extracurricular and placements related activities. Every important student activity is spearheaded and monitored by active student committees and clubs such as Food Committee, Discipline Committee, Anti-ragging committee and Anti-ragging squad, Placements committee, HR Club, Marketing Club and Finance club.
- **Use of modern communication and IT tools** to deliver training in classroom. Smart classrooms at PIBM are equipped to capture learning experience and making it accessible to students and faculty at later dates.
- **Focused FDPs or Faculty Development Programs** for continual development of trainers and to deliver quality education to students as well as conducting research activities.
- **Progressive international institutional collaborations** set up to develop student and faculty exchange as well as explore joint research opportunities. In the past academic years, we have successfully achieved Knowledge Exchange with these partners.

Institutional Weakness

- **Limited flexibility in university courses** make is difficult to offer greater academic value to MBA students. The autonomy enjoyed in PGDM is markedly different from that we can exercise for MBA program.
- **Limited financial resources** have restricted our growth over the past and the institute has tried to improve resource mobilization for sustainable growth. Our infrastructure development can be further improved in the years to come.
- In the initial years of institution's growth, **the focus on quality research was limited**. This has resulted in a weak research profile of the institute, but **remedial measures have been taken to close this gap.** A robust research policy has been installed in place to improve the institutional research culture and **faculty as well as students are being developed** to contribute application oriented, high impact research.

- We have managed to achieve partial automation of various academic and auxiliary functions, thus improving process efficiencies. But **full automation and ERP adoption** at the institutional level is **yet to be achieved.**

Institutional Opportunity

- Developing research driven, **employment centric courses** in association with several corporate entities. These **short term courses** will prepare the students in a focused manner **for specific sectors and for niche job profiles**.
- **Developing a larger corporate network,** inviting senior management professionals to engage our students in live projects, on-job trainings, internships and mentorship. There is a better chance of developing clarity in vision and career planning with strong industry connect.
- The institute has established various **International Institutional collaborations** to achieve student and faculty exchange as well as do collaborative research. Future opportunities for the institute lie in building upon these collaborations and **identifying more such partners across the globe.**
- **Creating a pipeline of student talent for placements in MNC brands** is an opportunity towards we have been striving for. Academic training and placement efforts are working in sync to realize this opportunity every year.
- **Entrepreneurship cell as well as IIC has been set up** for inspiring entrepreneurial talent and helping students in setting up their own startups.
- **Steady movement** towards adoption of **Flipped classroom and blended learning practices** to improve the absorption of learning in all students. As students respond better to participative learning and technology enabled learning, the institute is recognizing this opportunity of curricular delivery transformation and gearing up to adapt.

Institutional Challenge

- Making the next generation of **students aware about the need for new training pedagogy** based on application orientation. As till graduation they have done nothing but crammed theory, this proves to be a big transition for them.
- Being a **new brand in the market**, PIBM faces a long period of speculation and **vulnerability in the corporate world**. Our students have to compete against established brands and prove their worth for the companies to start recognizing the talent pool at PIBM. Many companies have stringent recruitment norms which don't allow them to go to colleges which are not on their shortlist. This is a big challenge which we have to face every year at the time of placements.
- **Reaching new markets** where management education is inaccessible proves to be a big challenge. We want to offer employment centric courses to students from markets not just outside Pune but outside India itself. But social, political, academic and financial constraints are several.
- **No support from government makes financial resources constrained** for the institution. The majority of capital inflow is aimed at hiring the best training talents and maintaining a suitable infrastructure for delivering management education.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

As we offer an MBA program affiliated to Savitribai Phule Pune University and a PGDM program approved by AICTE, the institute is responsible for curricular planning and implementation for the affiliated course as well as curriculum design and development for the diploma program.

Over the last academic year, the institute has progressively shifted towards Learning outcome based course design, development and implementation.

Distinctly defined **Program Outcomes (PO)** for the PGDM program are made available to all stakeholders and referred to for framing of **Course Outcomes (COs)** by the respective faculty. The academic administration team analyses student performance and Course Outcome achievement at the end of each semester, thus making recommendations for next AY planning.

To offer **academic flexibility**, the institute offers **Choice Based Credit System and Elective System** across both PGDM and MBA programs. PGDM students can opt for Marketing, Finance, HR, Operations and Analytics specializations for achieving specific learning goals. Similarly, MBA students can opt for any specialization and subjects (Full Credit, Half Credit and Quarter Credit) offered by the Savitribai Phule Pune University to complete their academic requirements for the degree.

Curriculum enrichment is ensured by offering proficiency building modules such as **Aptitude, Business Communication, Basics of MS Excel and Advanced Excel, etc**. Furthermore, to ensure application oriented learning in every student, we ensure that all students receive equal opportunities of market and industry exposure by way of **Winter and Summer internships, Live Projects, Industry Visits, Industry research projects and field study assignments**.

Learning experience of students is improved by having **structured feedback mechanism in place for all 4 key stakeholders i.e. Students, Faculty, Alumni and Employers**. Over the past academic years, as the institution has received significant inputs from these stakeholders, curriculum enrichment and delivery has been refined with it.

Teaching-learning and Evaluation

Student enrolment and admission process for MBA (Sanctioned seats 120) is as per the norms of Savitribai Phule Pune University; taking into consideration the student academic qualification eligibility, scores in entrance test and CAP round. For the PGDM (Sanctioned seats 360) program the student enrollment process follows the phases –

1. PMAT entrance test (PIBM MAT) or scores of CAT/MAT/XAT/CET/ATMA or any other equivalent entrance test, with an eligibility score of minimum 65%
2. GD and PI round
3. Psychometric Assessment round

As per the AICTE guidelines, students are admitted to the PGDM program purely on the basis of merit, with no special reservations. For the MBA program, however, reservations norms are followed as per the Savitribai

Phule Pune University. The institution has strived towards maintaining a Faculty student ratio above the norms of 1:15, in order to improve the overall learning experience of students and offer mentoring support to every student.

The institute meticulously follows all the examination and syllabus related reforms and the timeline laid down by Savitribai Phule Pune University for MBA program and follow examination manual, code of conduct and SOP laid down for PGDM program .The **evaluation process is transparent   and   well-organized**, with partial automation achieved so far to improve process efficiency.   Various formative and summative assessment tools aiming at multifaceted development of students are implemented regularly. End of semester analysis of Program Objectives (PO) achievement through Course Outcomes has also been adopted as an academic efficiency enhancement practice since AY 2017-18.

Research, Innovations and Extension

Research focus of the institution has shaped steadily over the past academic years. While in the previous years more research has been published in UGC indexed journals, over the last two Academic years, faculty development and faculty rewards have been shaped around producing application oriented research, that gets published in **Scopus indexed and ABDC journals**.

The institute has also steadily improved focus on industry sponsored research and consultancy projects; encouraging involvement of both faculty and students in such projects. Dedicated Faculty Development Programs and workshops have been organized to promote academic and industrial research of high impact. The institute follows a strict anti-plagiarism policy and utilizes international software URKUND to ensure quality of research.

The institute has set up several **Industry Representation centers** on premises to promote industry research and consultancy. A **Centre of Management of Urban Areas (CMUA)** has also been established and working towards producing sustainable research insights for the Government of India and State Governments, w.r.t. management of urban centers.

An **IPR cell** is also active within the institute, to promote development of original research and Intellectual Property. Under the IPR cell, the institute has also established an **Institution Innovation Council** (per the norms of Ministry of HRD) to promote start-up culture and provide incubation grounds for new business and innovations.

Infrastructure and Learning Resources

Physical infrastructure of the institute is developed to keep pace with the needs of the internal stakeholders and enable efficient conduct of the educational programs. There are 21 classrooms, 1 Auditorium (500 seating capacity), a gym facility, sports facility, Girls common room, IT lab, Library, Tutorial rooms and seminar halls available on campus for several curricular, co-curricular and extra-curricular activities. Separate Administrative offices are maintained for effective functioning of the institute and include Accounts, Academic Administration and Operational Administration.

Special facilities for PWD are also ensured on campus for the benefit of PWD students, staff and guests.

Library as a learning resource serves as the centre of all learning and research. Physical and digital copies of reference books, text books, journals, magazines and newspapers are duly maintained in the Library. Students can access the library anytime between 8:00 AM and 8:00 PM to avail various learning sources. Online databases like JGate, Ebesco, AceAnalyser, Bloomberg Terminal and OPAC also facilitate the user experience for utilizing library as a learning resource.

IT Infrastructure at the institute includes the IT lab, laptop/ desktops allocated to staff, high-speed wi-fi and LAN network as well as Smart Classroom facilities. Every student is allocated personal laptops to access electronically shared assignments, progress reports and academic material. All classrooms are ICT enabled with 3 Smart Classrooms and all faculty uses these facilities for curriculum delivery. Lease line bandwidth of 155 MBPS and LAN of 100 MBPS is available on campus.

Maintenance of facilities is reviewed and updated on a daily, weekly, monthly and quarterly basis by way of administration checklists. Administration department conducts regular internal audits on facility status and initiate maintenance activities on continual intervals. All software licenses and hardware and other electronic equipment maintenance is subject to Annual Maintenance Contracts with specifically defined vendors.

Student Support and Progression

The institute offers support to all students at various stages of the program to facilitate progression to employment and higher studies. **Faculty mentors offer Mentoring support** to students for –

1. **Improving domain understanding**
2. **Developing life skills** such as data analysis, logical reasoning and communication
3. **Selecting the appropriate specialization** for specific competency development
4. **Research and book writing** by students which requires market study; product understanding as well as written communication skills
5. **Post Placement support** upto first six months by way of faculty mentors guiding students through various tasks and challenges they may be facing in the companies
6. **Training and building future life skills** in students such as design thinking, data analytics, working with AI and machine learning, etc.

An internal counselor is present on premises for offering personal counseling to students as well, to ensure total body and mind development of each and every student.

Over the past five academic years, the institute has adopted several learning practices such as **Profile based training modules, industry research and field study, live projects as well as weekly corporate interface** to strengthen student application ability. With these efforts, the median salary package has consistently improved for students with placement in challenging profiles.

The institute has also made conscious efforts towards developing **students for starting their own companies and become entrepreneurs**. In addition to formal entrepreneurship training and mentoring, students are also given exposure to several platforms for meeting **Angel Investors** to help them raise funds for their startups.

We have recently registered our **Alumni Association** to develop a sustainable relationship and network with our alumni. As several Alumni have **grown to senior management positions, as well as set up their own businesses**, the institute has made efforts towards developing stronger alumni engagement with the institute and

new students.

The MBA students are entitled to apply for **State scholarships and freeships,** which are in turn granted by the Savitribai Phule Pune University. The PGDM students with weak economic background can apply for fees waiver to the institute Trust and are granted the same by the Director, upon case analysis.

Governance, Leadership and Management

The institution has strived towards achieving a participative governance and management approach. Institutional strategy is defined by the Governing Body in consultation with both internal and external stakeholders.

The **head of the institution present to the Governing Body the requisites for each Academic Year on the basis of feedback received from students, employers, faculty and alumni. The social values and commitment towards community development** which the institue wishes to instill in students, is **also discussed by the management** and internal academic stakeholders for developing annual institutional strategy.

Upon the approval of Governing Body, the academic process planning is mapped out by the Academic Advisory Council for the Academic Year and its implementation is ensured by the Director.

Resource mobilization essentially involves income from student fees for both PGDM and MBA program as well as inflow from various industrial research and consulting activities. **Budget is finalized for every academic year by consolidating departmental budgets** and approved by the Governing Body and the Chairman. The institution ensures participation of faculty and students in various committees and decision making bodies who make contribution to defining budgetary requirements.

To ensure that all administrative activities are executed with **SOP adherence and quality assurance is ascertained at each step of the process, an IQAC has been established in the institute.** Internal Audits are performed for various academic, administrative and auxiliary functions to move towards continual process improvement.

Institutional Values and Best Practices

As socially aware and responsible institution, we have adopted several green practices, such as reduced paper consumption and efficient waste management. More than 40% of the energy consumption for campus lighting needs have been successfully transferred to the use of LEDs. The institution has worked towards developing and internalizing application oriented learning and industry research with high impact into the culture of the institution.

The institution has worked towards developing and internalizing application oriented learning and industry research with high impact into the culture of the institution. By aligning all learning efforts towards development of competencies in students which can make them employable or allow them to set up their own business, the institute has strategically moved towards attainment of Program Objectives.

The **institution's distinctiveness lies in its vision of making every student employable by assuming a managerial position in a good company or by setting up their own business**. Not only has the institute set

up industry incubation centers for increasing application oriented industry exposure of every student but also made moves towards developing faculty in this direction.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	PUNE INSTITUTE OF BUSINESS MANAGEMENT
Address	Gut No. 605/1, LAVASA ROAD, PIRUNGUT
City	PUNE
State	Maharashtra
Pin	412115
Website	www.pibm.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	AJIT SANE	020-66575045	9873719869	020-6790312 2	pibmpune@pibm.i n
IQAC Coordinator	PALAK SHARMA	020-66575036	7875516209	020-6790312 3	palak@pibm.in

Status of the Institution	
Institution Status	Self Financing and Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of establishment of the college	13-07-2010

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Maharashtra	Savitribai Phule Pune University	[View Document](#)

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
AICTE	[View Document](#)	04-04-2018	12	For an Academic Year

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

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Gut No. 605/1, LAVASA ROAD, PIRUNGUT	Urban	2.5	3880

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
PG	MBA,Management	24	Graduation	English	120	103
PG Diploma recognised by statutory authority including university	PG Diploma, Management	24	Graduation	English	360	360

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				6				14				43
Recruited	0	0	0	0	0	1	0	1	5	2	0	7
Yet to Recruit				6				13				36
Sanctioned by the Management/Society or Other Authorized Bodies				8				22				37
Recruited	7	1	0	8	21	1	0	22	24	13	0	37
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				100
Recruited	81	19	0	100
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	3	1	0	4
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	1	0	18	2	0	4	8	0	36
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	4	0	0	3	0	0	25	7	0	39

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

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

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Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	38	8	0	46

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

Programme		**From the State Where College is Located**	**From Other States of India**	**NRI Students**	**Foreign Students**	**Total**
PG Diploma recognised by statutory authority including university	Male	6	237	0	0	243
	Female	7	110	0	0	117
	Others	0	0	0	0	0
PG	Male	7	46	0	0	53
	Female	9	41	0	0	50
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	1	0	0	1
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	1	0	1	3
	Female	1	0	0	1
	Others	0	0	0	0
General	Male	227	197	243	173
	Female	138	67	59	45
	Others	0	0	0	0
Others	Male	1	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		369	264	303	223

3. Extended Profile

3.1 Program

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

Response: 1094

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

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

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
463	369	264	303	223

File Description	Document
Institutional Data in Prescribed Format	View Document

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

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

File Description	Document
Institutional data in prescribed format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
365	258	279	201	129

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
75	66	70	65	64

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
75	66	70	65	64

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 20

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

2017-18	2016-17	2015-16	2014-15	2013-14
1264	1006	855	679	494

Number of computers

Response: 120

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Curriculum Development Process for PGDM:

PIBM offers AICTE approved PGDM program, apart from curriculum delivery, PIBM is responsible for curriculum planning and development. Industry expectations from management graduates change as per the changing market trends. So PIBM developed a need-based curriculum for the **PGDM** course for an employment-centric training and development of students.

The curriculum development steps are described below –

1. Referring to the AICTE guidelines and approved syllabus
2. Allocation of subject to respective faculties based on the following parameters:
   - Faculty background in terms of qualification and industry background
   - Faculty's feedback from students for the subjects (if chosen previously) were considered
3. A detailed course plan is developed by the faculties , which encompasses the following parameters:
   - Time distribution for each topic
   - Sub-topics to be covered for each topic
   - Competencies matrix for each session
   - Knowledge skills and attitude
   - Teaching pedagogy
   - Date of topic delivery
   - Key points to be covered and learning outcome in the topic
   - Case study or Pre-reading for the session
   - Assignment or evaluation
4. Regular interaction with CEOs, CFOs, CHROs, Operations head and Analytics experts are ensured for faculty to effectively design a curriculum that is competency focused
5. The curriculum is reviewed by Board of Studies which includes visiting professors from top education institutions and Industry experts
6. A time table, devoting 2.5 hours for each subject every week, is prepared.
7. Internal evaluations of 30 marks, on the basis of competencies are conducted for each subject which includes Individual Presentation, Class Test, Group Presentation, Viva , field study report presentation, etc.
8. Apart from prescribed compulsory internship program by AICTE, PIBM also offers a winter internship and live projects to students. These internships and projects are also integrated into the curriculum.

Curriculum Delivery Process for MBA:

PIBM adheres to a robust planning and delivery process which is systematically documented to ensure effective delivery of curriculum for the **MBA** Program. Following process is followed every semester-

1. Referring to the Savitribai Phule Pune University guidelines and approved syllabus
2. Allocation of subject to respective faculties based on the following parameters:
   - Based on faculty's qualification and industry experience
   - Faculty's feedback from students for the subjects (if chosen previously) were reviewed
   - The demand for the subjects as received from relevant industries.
3. A detailed course plan is developed by the faculties using the university guidelines, which encompasses the following parameters:
   - Time distribution for each topic
   - Sub-topics to be covered for each topic
   - Competencies matrix for each session
   - Teaching pedagogy
   - Date of topic delivery
   - Key points to be covered and learning outcome in the topic
   - Case study or Pre-reading for the session
   - Assignment or evaluation
4. A time table, devoting 2.5 hours for each subject every week, is prepared.
5. As per SPPU guideline internal evaluations of 30 marks are conducted for each subject which includes Individual Presentation, Class Test, Surprise Quiz, Group Presentation, Viva voce, field study report presentation, etc.
6. Apart from prescribed summer internship program by SPPU, PIBM also offers a winter internship and live projects to students. These internships and projects are also integrated into the curriculum plan

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

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

Response: 9

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	4	1	1	3

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

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

Response: 10.29

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

2017-18	2016-17	2015-16	2014-15	2013-14
7	0	0	0	0

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

1.2 Academic Flexibility

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

Response: 51.55

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

Response: 564

File Description	Document
Minutes of relevant Academic Council/BOS meetings.	[View Document](#)
Details of the new courses introduced	[View Document](#)
Any additional information	[View Document](#)

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

Response: 100

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

Response: 02

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Any additional information	View Document

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

Response: 96.76

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

2017-18	2016-17	2015-16	2014-15	2013-14
463	366	260	284	206

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

1.3 Curriculum Enrichment

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

Response:

In order to develop an understanding of Gender diversity, Environment and Sustainability, Human Values and Professional Ethics, the institution organizes several activities and creates platforms for students to develop as holistic individuals and managers. These include initiatives like –

• **NGO committee at PIBM**: NGO committee is solely responsible for engaging students in several CSR activities. The aim of the initiative is to create awareness. A few of the initiatives are providing free-of-cost education to underprivileged children, and develop sanitation awareness programs for the rural population.

• **Cultural tolerance**: Yoga, guided meditation sessions are organized every semester to create coherent environment and respect for individual.

• **Environmental education and maintenance**: Students at PIBM engage in community services and campaigns like tree-plantation, 'Swaccha Bharat Abhiyaan', Swastha Bharat campaign, sanitation awareness projects, and dry waste management projects.

Corporate Governance, Business Ethics, Human Rights and Managing Sustainability course modules are delivered for PGDM students and special workshops are organized for MBA students to ensure learning parity.

Additional Awareness Sessions

- Special session with Police Personnel on road safety
- Special session on Cybersecurity
- Awareness session on dealing with PWD
- Awareness session on Gender Sensitivity and Females Safety

Make Indian Campaign Awareness - Stuents are given exposure to develop sustainable business models to contribute to society, environment and economy. The module focuses on Climate Action, Affordable and Clean Energy, Clean Water Sanitation, Industry Innovation and Infrastructure, etc.

Protsaahan: This is an Institutional Social Responsibility where the ground staff of the Police Department from the Pune area, were awarded for their duty diligence. Protsaahan aimed at recognizing the efforts they put in every day and their expectations from the young generations.

Harvesting Green energy: One of the wings in the academic building is also supported by solar energy, thereby reducing the carbon footprint of the institution.

Personality Development Module on the principles of Swami Vivekananda is also offered to students during the Business Orientation Program for building strong body and mind of students.

Subjects incorporated: To make students understand the human values and encouraging ethics at the workplace, a few subjects such as Human Rights, Life Skills lab and Emotional Intelligence are incorporated as additional subjects in the MBA course. Emotional Intelligence topic was also approved by AICTE and curriculum was added for the PGDM course.

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

Response: 15

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

years

Response: 15

File Description	Document
Details of the value-added courses imparting transferable and life skills	

1.3.3 Percentage of students undertaking field projects / internships

Response: 99.57

1.3.3.1 Number of students undertaking field projects or internships

Response: 461

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

1.4 Feedback System

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

B.Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A.Any 4 of the above

File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	
URL for stakeholder feedback report	

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 94.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
434	348	255	293	200

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

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 67.58

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

2017-18	2016-17	2015-16	2014-15	2013-14
463	369	264	303	223

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

2017-18	2016-17	2015-16	2014-15	2013-14
480	480	480	480	480

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

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

applicable reservation policy during the last five years

Response: 6

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

2017-18	2016-17	2015-16	2014-15	2013-14
8	4	0	1	5

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

2.2 Catering to Student Diversity

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

Response:

To identify and respond to the special learning needs of advanced learners as well as slow learners, we undergo the following process –

Method of Identification of learner types: Initial student profiling exercise the Business Orientation program to determine **what are existing skills and competencies in students and what needs to be developed for effective learning progression. L**ogical reasoning, data identification, processing and inference, business communication, problem solving, Critical thinking & domain skills of students are assessed for identifying student learner levels.

Furthermore, semester wise competency development goals are defined. Through continual internal assessments in semester specific timeframe, the learner levels are reviewed and revised to take appropriate actions -

Activities for Advanced learners:

1.   Additional extra-curricular & co-curricular opportunities: Students who are identified as advanced learners are included in placements and academic committees to experience the practical application of concepts while they are still training to become managers. Advanced learners are also provided platforms to make B-Plan presentation, Case Study presentation, and research paper presentation in front of industry and academic experts.

2.   Advanced MS Office and Project Management training: Advanced learners are provided with

advanced MS Office and Project management training. Classes were arranged where professional trainers train the advanced learners.

3.   **Live Projects:** A live project session is an opportunity where corporates select intelligent students based on their merit and through a selection processes and advanced learners are selected for same.

4.   **Peer Learning:** For advanced learners, peer study or discussion is an opportunity to refresh their concept at the same time disseminate the knowledge among others.

5. **Research paper** and book writing is also done by advanced learners under guidance of faculty.

6. Special Projects like **Edelweis Consulting**, Maruti Papers consulting and **CFA level 1 prep training** is also offered to students.

Steps for Slow learners:

1. Peer Learning: Peer learning is beneficial for both advanced and slow learners. This ensures the development of students from all backgrounds and competency levels, without any discrimination in training efforts. Sometimes a slow learner hesitates to ask questions or clear doubt in front of a faculty due to poor communication, which is almost negligible in peer learning sessions.

2. Remedial Sessions: Remedial sessions for slow learners are organized on a weekly basis for specific subjects in order to ensure that slow learners can also progress in the course and stay at par with others. Slow learners requiring more practice and focus on English communication and aptitude proficiency are given additional classes to improve them in these aspects.

3. MS Office: Students who have no previous understanding of MS Office tools are given beginner level training of MS Excel Word and PowerPoint Presentation. After the conclusion of the basic level training, further evaluation takes place to identify students who need to go through the course again and students who can move to the next level, i.e. advanced level.

4. Individual mentoring: In addition to group mentoring activities, slow learners are provided with individual sessions with mentors to guide them.

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

2.2.2 Student - Full time teacher ratio

Response: 6.17

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls

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

2.3 Teaching- Learning Process

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

Response:

As we aim to develop certain competencies in students in every semester, innovative teaching and learning process is adopted to improve experiential learning and achievement of Course Outcomes. These are -

Industry Representation Center: Companies from various industries open representation centers at the campus to give students the opportunity to apply the domain concepts and competencies acquired in class in a particular timeframe.

Industry Consultancy Projects and Live projects: Every course results in development of specific competencies in students and these are applied by way of Industry consultancy and live projects. Students work in domains like financial modelling, digital marketing, PMS model development, Channel development, Equity research and credit modelling, etc. within companies to experience problem solving and critical thinking in live scenario.

Industry visits and field studies: Students are sent on various industry visits and field study assignments to understand the application of management concepts acquired through class room training.

Comparative business information & Learning Triangle: Students are first introduced to the 'Why, Where and Purpose' behind each session before proceeding to discuss the subject matter. Every managerial concept taught by faculty is further ingrained with the help of comparative business information derived from the Annual report of various companies across sectors.

JD based training: In the course planning stage itself, faculty derive learning objectives from Job Descriptions of significant profiles to which the subject is aligned with. For instance, Channel Management JDs in cement sector, steel sector, consumer durable sector and insurance sector are referred for developing course plan of Distribution Management. Session topics like channel conflict, channel design, channel productivity, etc. are delivered keeping these JDs as frame of reference. Students are thus able to develop specific skills which are in demand in the job market.

Case Study discussions & Role Plays: Case Study discussion helps students to understand the problem and ask questions relevant to problem solving. Role plays of business situations such as KYC in banking sector, Sales Process in B2C and B2B, Talent management, data collection in market research, employee

appraisal, etc. also promote critical thinking and problem solving ability in students.

Summer Internship Program and Winter Internship Process: Students are given Summer Internship and Winter Internship placement by the institution, aligned with their domain specialization.

NPTEL Courses: In addition to regular classes, National Programme on Technology Enhanced Learning is introduced to supplement the teaching methods.

Student driven research and case writing: By complementing the overall learning process, this develops research attitude, risk taking ability and innovation ability in students. This approach develops problem identification and solution articulation in students, developing transferrable skills and competencies.

Other initiatives: In class sessions exercises are performed using designated software for mock practices. Using MS Excel trend analysis, forecasting etc. are performed. Bloomberg terminal based training for finance students, Naukri.com based training for HR students and Short Selling project based training for marketing students are provided.

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

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

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 75

File Description	Document
List of teachers (using ICT for teaching)	[View Document](#)
Any additional information	[View Document](#)
Provide link for webpage describing the " LMS/ Academic management system"	[View Document](#)

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

Response: 10.29

2.3.3.1 Number of mentors

Response: 45

File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

Innovation in teaching-learning begins at the curriculum design stage itself whence the faculty identify specific competencies to be developed as course outcomes in specific time frame.

Customized teaching learning content is developed for each session to provide experiential learning experience and ensure that students progress towards competency development. Following innovative methods are adopted -

1. **SCPS training pedagogy:** Sector Company Product and Service specific training pedagogy is adopted and delivered citing examples of various products and services offered by large, medium and small-sized companies across various sectors.

2. **Peer Learning:** To facilitate participative learning and ensure that all students learn at a concurrent pace, Peer learning is integrated. Smalls groups of 3-4 students, with a mix of advanced and slow learners, assignments, presentations and class discussions are allocated to support peer learning.

3**. Live projects and Industry Representation center:** To enable transferrance of learning, students are given platforms to work on live projects and industry representation centers, to supplement their classroom learning experience.

4. **JD based modules:** Recruiters expect students to be aware of the sector and company background along with a sound understanding of role defined in the Job Description document shared prior to the placement process. JD based training modules offered to all students irrespective of specialization, which has a proven track record of continually improving placement performance. These modules are designed to impart –

- a. Understanding of the business model of companies
- b. Understanding of job roles
- c. Required skills and competencies for performing in a particular job profile & sector

5. **Sessions by corporate experts:** Elective programs designed as per the changing industry needs are delivered by corporate experts from various industries, who are part of PIBM's corporate panel. For eg. Students develop complete financial models as an outcome of Equity research module. Students have developed Sales forecasting models and channel development strategies for sectors like Paint, FMCG, Real Estate, etc. Students have also developed PMS models and predictive models using data analytics, that have been adopted by SMEs under the guidance of industry experts and faculty mentors.

6. **Online Courses and Certifications:** Online courses with the help of NPTEL is arranged for students. SAP & Six Sigma Green Belt certification course are a few of the most popular courses available in PIBM.

7. **Live Projects:** Live projects are offered to selective students based on their merit and an elimination process. Live projects provide a vast scope of learning for students.

8. **Business Model Development** in terms of a contest provides all students with an equal opportunity to showcase the overall business acumen they have received through their curriculum.

9. **MHRDA Innovation Cell:** Is an add-on virtual session with industry eminent that deliver an understanding of the importance of innovation and ideation in industry.

10. **Simulations:** Class activities and simulations are utilized to train students how to do business in uncertain environment, anticipating problems and developing solutions.

11. **Algorithmic thinking and coding** is developed in students by focused analytics training.

2.4 Teacher Profile and Quality

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

Response: 100

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

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

Response: 40.71

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

2017-18	2016-17	2015-16	2014-15	2013-14
36	28	26	25	24

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

2.4.3 Teaching experience per full time teacher in number of years

Response: 9.33

2.4.3.1 Total experience of full-time teachers

Response: 699.5

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

Response: 2.94

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

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

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of award letters (scanned or soft copy)	[View Document](#)

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

Response: 44.64

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

2017-18	2016-17	2015-16	2014-15	2013-14
35	31	31	28	27

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

2.5 Evaluation Process and Reforms

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

Response:

Continual internal Evaluation is based on the fundamental principal of assessing competencies such as logical reasoining, domain applicability, critical thinking, problem solving and data analysis.

All these skills are assessed through the following reforms -

Reforms in CIE for MBA:

Continuous Internal Evaluation, mandated by Savitribai Phule Pune University is an essential system for ensuring knowledge dissemination and transference of learning. We have consistently developed our internal evaluation processes over a period of 5 years and shifted the focus to tools which can better develop skill and concept in students. Following reforms in Continuous Internal Evaluation (CIE) system at the institutional level are noteworthy –

1. Preparation of advanced weekly evaluation schedule: The academics administration team prepares a weekly evaluation plan with detailed internal evaluation plan with evaluation type, topics assessed, weightage, etc. to ensure timely completion of internal evaluation parameters.

2. MCQ tests: As mandated by SPPU, 20% of the internal evaluation for every student dependents on the online exam. We have started organizing MCQ tests prior to the university online exam as part of the CIE system. These tests have helped students understand types of question and familiarity with the process.

3. Shift to Presentation and viva assessments: Over the past years, we have shifted our evaluation focus from written assessment tools like class test and assignments to verbal assessment tools like presentation and viva. Strong communication and articulation of domain understanding is a key requirement of most recruiters for management profiles, and this reform in CIE has helped in developing the communication ability, confidence, content clarity of our students.

4. External evaluators from industry: For the SIP and WIP presentation, and presentation or viva for live projects, we invite evaluators form industry. Senior Management level executives from various sectors and domains, assess the students and give valuable feedback and inputs for improvement of our training process as well as student preparedness.

Reforms in CIE for PGDM:

For the PGDM courses, the CIE process follows guidelines provided by AICTE. MCQ is not a mandatory part of the CIE in PGDM course. PIBM follows the following reforms for the CIE process of PGDM:

1. **Advance scheduling for evaluations:** Concern subject faculties are instructed to prepare a weekly evaluation schedule well in advance, and the academic team, therefore, prepares the time table with all the essential details.

2. **Presentation and Viva:** Apart from assessing a student's communication ability, confidence, depth of knowledge and understanding of the subject, explanation of subject matter; instant feedback can be administered by the evaluator. Feedback, is an imperative tool for growth. The shift from pen & paper based assignment to verbal assesments has helped in developing communication skills and domain clarity in students.

3. **Research being integrated into course internal assessment** by way of Market Research, Financial research, Industry research and desk research

4. **Unguided sessions & Class Participation** contribute to total internal evaluation, building communication skills, problem solving and critical thinking

5. Research Projects and Live projects are also assessed, contributing to overall student internal assessment.

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

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

Response:

For MBA program, the institute adheres to the norms defined by the Savitribai Phule Pune University for completion of continual internal assessment for the academic year. 30 marks weightage remains with the institute for internal assessment and the university conducts an online internal exam for 20 marks weightage. The institute utilizes class tests, presentations, assignments, viva, projects and quizzes to complete the internal assessment of all full credit, half credit and quarter credit courses.

For PGDM, to ensure complete transference of knowledge and concept development in students, a robust internal assessment mechanism is adopted.

To begin with , advanced evaluation schedule is shared with every student prior to commencement of every semester, to maintain complete transparency. Following measures has enable us to manage assessment frequency and variety, as well as transparency of process –

1. Application based assessments: Faculty design the test questions, presentation topics and even assignments in such a manner that no direct questions are asked to students. Case and scenario based questions are posed to students in both written and verbal assesments to ensure sound conceptual understanding, competency assessment and concept application ability.

2. Use of various assessment tools: Every subject is internally evaluated with a variety of assessment

tools like presentations, viva, class tests, GD and PI, MCQ tests, group discussions, research projects and student performance in Industry representation centers, etc. This ensures a holistic understanding of the subject in students. Students are also assessed on the basis of Financial models developed, PMS models and Channel Sales strategies developed over extensive projects conducted in companies.

3. Regular evaluation frequency: Weekly evaluation plan is prepared to ensure student work load is considered before organizing an assessment. Monthly evaluation schedule is also maintained for all subjects to complete Internal Evaluations on time.

4. Result sharing with students: Internal assessment results are formally shared with students via notice board, email and ERP (classroom +).

5. Feedback session by subject faculty & mentor: Subject faculty provides detailed feedback for the internal evaluation conducted in an exclusive session to all students. This helps the students to understand the gaps in their performance and improve on it for further assessments. This also allows for the faculty to identify potential topics and concepts which may need remedial sessions. Information about the internal assessment tolls were provided to the students by student handbook prior to the commencement of the semester.

7. Counselling for slow learners: Post every assessment, student performance details are also shared with concerned faculty mentors. Mentors then counsel the slow learners to address their performance gaps and learning needs. This means that internal assessments are not only done to fulfil curriculum requirements, but are a means to ensure that every student learns to apply management concepts.

File Description	Document
Link for Additional Information	View Document

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

Response:

In order to deal with examination related grievances, the institute has to follow the process defined by Savitribai Phule Pune University for MBA and own Examination manual and code of conduct for PGDM. **For MBA**

Process timelines and charges are defined by the University and the institute serves as a mediator to facilitate the process completion. A dedicated resource person, The **Controller of Examination** is appointed within the **Examination department** to ensure addressal of all exam related grievances of students.
Revaluation and rechecking process as stipulated by Savitribai Phule Pune University is as follows –
• Student has to file for a revaluation request on the university website within 10 days of result declaration
• First step of rechecking and revaluation requires the student to request for a 'Photocopy' of answer sheet

from the university

• The 'Photocopy' form is generated from the University website which gives details of the paper and the fees to be paid for providing photocopy (Rs. 150 per subject + Rs. 30 Form Fees in current Academic Year)

• Student has to pay the fees directly to the University, online

• The student can then view the 'Photocopy' of answer sheet on the Savitribai Phule Pune University website. Student can also consult a faculty or mentor at the institute to seek guidance if there is a need for rechecking or revaluation or not.

• If the student wishes to go ahead with rechecking or revaluation, student has to generate a 'Rechecking form' or 'Revaluation form' from the university website.

• The form provides details for rechecking/ revaluation process and the required fees.

• Controller of Examination has the University website login wherein rechecking and revaluation results are available once the process is completed.

For PGDM

- Student has to file for a revaluation request to examination department within 10 days of result declaration. Since 2018, the entire process has been migrated to the ERP platform, Classroom+ for registration of examination grievances.
- The student needs to fill the form for Revaluation (fees Rs. 250) or Recalculation (fees Rs. 150) and submit it to examination department. After ERP migration, this fees payment is done through ERP portal, directly to the institution account.
- The Controller of Examination consolidates the revaluation requests and allocate it to the faculty moderator for the domain. The revaluation process happens in the presence of Controller of Examination and the respective domain HoD.
- Once the revaluation process for the batch is complete, the revised result is shared with the candidates on their personal IDs and on their ERP logins (since 2018).

Any other queries/ grievances related to examination were originally captured in a Student Grievance Register maintained in the Exam department, and turn around time of grievance resolution of 72 hours was maintained. This process has also been migrated to the ERP platform Classroom+ since 2018 for expedited grievance capture and resolution.

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

Response:

To ensure rigour and frequency of continuous evaluation for MBA and PGDM program, the academic calendar is drawn up keeping evaluation requirements in mind.

Every faculty allocated with MBA/PGDM subjects for delivery, submits a detailed evaluation plan to the academic team. This plan is indicative of -

1. **Type of assessment**

2. **Major competencies assesed through the evaluation**

3. **Description of the assessment (detailed instructions and desired learning outcome)**

4. **Weightage of Assessment**

5. **Date and duration of the assessment**

6. **Resources required for assessment**

7. **Question Paper/ Assessment Instructions and Evaluation parameters**

8. **Model answer keys to check answers made by students**

9. **The date for feedback of performance (subject-wise)**

10. **Tentative dates of commencement of CIE**

11. **Unguided sessions topics and dates which is exclusive to PGDM course only**

12. **Topics and dates for individual and group presentations for both MBA and PGDM students**

13. **Topics, chapters, and dates for class tests and viva-voce for both MBA and PGDM students**

14. **Duration and tentative commencement dates for live projects and field studies**

This detailed assessment plan is verified and approved by the respective Directors (PGDM & MBA), upon which the CIE is organized in the academic calendar.

Monthly subject completion reviews and evaluation process reviews ensure that the planned assessments were conducted on time and within the desired parameters.

The degree of competencies achieved through the summation of all evaluations is assessed at the end of the semester to ensure student learning progression.

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

2.6 Student Performance and Learning Outcomes

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

Response:

Programme Outcome for MBA is provided by the SPPU and PGDM programme is prepared keeping in mind the guidelines provided by the AICTE. The following factors were considered while preparing programme outcome for PGDM:

1. **Vision of the programme:** Describing the vision of the PGDM programme would help students to align their career prospect with the academic one.

2. **Relevance with the industry trends and society:** For better employability of students, it is our responsibility to add courses in demand by the industries. For PGDM this happens before the start of a batch, while for MBA it is added as an elective subject.

3. **Skill sets to compete nationwide for various relevant job opportunities:** Not only corporate jobs, but students are also trained for the nationwide competitive exam. Aptitude and English language trainings are conducted on a regular basis.

4. **Application of Knowledge and Methods:** It is important for students to apply the knowledge they gather from classrooms. Stress is given on the application orientation. Case study discussion, simulations and events are arranged so that students can actually apply their understanding of the subjects.

Course Outcome, on the other hand, were created keeping in mind different perspectives, such as:

1. Why students need to study the subject and what are they going to learn?

When the students understand how a subject is going to help them in their career, it is better for them to prepare and apply knowledge for a bright career and academic results.

1. What are the special techniques they are going to learn from this subject?

Special techniques are very important to apply knowledge at a later stage in their career. For example, how a sales forecast is calculated and how it will benefit them in both academic and career field, is an important factor student should keep in mind while studying.

1. Relevance of this subject with the recent corporate trend and requirements?

Relevance of the subject with respect to employability is crucial. For PGDM programme, feedback gathered from corporates help picking the subject in demand by the industries to make students more compatible for the corporate profile. Since, for MBA programmes there is limitation of introducing subjects, these courses are introduced as special certification/value added courses for MBA students.

1. Requirement of the subject in future for further studies/ research.

Research orientation is imperative for future growth. PIBM encourages students to inculcate a research mindset in the curriculum. Faculty members discuss the need for the research orientation for an in-depth understanding of the subject and a better career.

The alignment process of PO and CO is done during the beginning of the year and communicated to the students during the induction period of each semester. Also, it is uploaded on the website for student's reference.

For every subject, sessions are preceded by a learning triangle. It describes the course objectives, final alignment of the topic being taught, and the purpose of the programme.

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

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

Response:

The attainment of Course and Programme Outcome happens only after consider data gathered from several stakeholders, which happens at several stages. In a broad sense, it could be divided into two categories. One pertains to identify the maximum attainment of CO and another for the PO process. To attain maximum output out of a subject, the following method is considered to choose the best subject:

- **Attainment of Course Outcome:**

1. **Faculty review:** Faculty review is conducted at monthly interval by the Academic HODs and Director to determine whether the planned course outcomes are being achieved or not.

2. **Student's performance:** Students performance is important since it is the way to identify which subject they found very essential when they start facing the outside world through SIP/ WIP/ Dissertation. They also are able to mention which subject(s) require more lecture time/ application based teaching method/ practical approach etc.

3. **Internal Evaluation and Final Exam results:** After results being published, university result for MBA and final result for PGDM, if it is found out that a large number of students are not been able to perform well in a particular subject, then it is obvious that the subject require more attention in the coming batch or ask for students feedback on their understanding of the

subject or the teaching methodologies.

4. **Alumni feedback: Alumni feedback is an important factor since they have started working in the corporate world and can be a valuable opinion provider regarding subjects that helped or being used in their job related tasks. They can also provide feedback on the subjects that should be included in the curriculum and in demand by the industries.**

5. **Employer feedback: Corporate house feedback can help choosing subjects for the institutions and PIBM ensures the subject suggested by the employer should be included in the curriculum with proper approval.**

6. **Trainer Feedback: Corporate Trainers and professional trainers provide feedback related to subjects that need to be introduced/modified taking into consideration the concurrent demand from the industry which will prepare students better suited for the job profile.**

- **Attainment of Programme Outcome:**

1. **Analysis of feedback: The Director of the institute analyses the data gathered from all the stakeholders and a general summary can be formulated which shows systematic progress of a course. A course outcome thus prepared considering all the scope of its subjects.**

2. **PO attainment: In the Director's report, when the course attainment report is generated, reckoning the Programme Outcome becomes the next step considering all the scopes of the courses. The Programme Outcome is presented with the government body, and a further decision is taken. Modification or inclusion of new pedagogy happens after this meeting.**

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

2.6.3 Average pass percentage of Students

Response: 99.18

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

Response: 362

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

Response: 365

File Description	Document
Institutional data in prescribed format	<u>View Document</u>

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.46

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 74.61

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

2017-18	2016-17	2015-16	2014-15	2013-14
35.05	21.16	18.40	0	0

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

3.1.2 Percentage of teachers recognised as research guides at present

Response: 8

3.1.2.1 Number of teachers recognised as research guides

Response: 6

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

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

Response: 1.39

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

Response: 27

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

Response: 97

File Description	Document
Supporting document from Funding Agency	[View Document](#)

3.2 Innovation Ecosystem

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

Response:

Being a higher education institution the ecosystem for innovation and knowledge transfer is our priority. Several initiatives have already been taken place, and several others are in progress. The Governing Body and Academic Advisory council encourage an environment of research, knowledge creation, and innovation through these initiatives. These initiatives have helped in the development of students as well as faculties, boosting application orientation -

1. **Entrepreneurship Cell: The Entrepreneurship Cell was established in 2013 to help students to learn business acumen, team handling, application orientation, marketing, sales and distribution, and operational excellence.**

2. **Development of Learning Material: Under this initiative, faculty members have prepared domain specific learning material and training manuals using the most recent context, definition, case studies, research findings, and most of all using the Indian context to make them more appealing to students. Through continual student participation in development and upgradation of these learning materials, this innovative knowledge sharing idea helped students to perform well in academics and career path.**

3. **Institution Innovation Council: The 'Institution Innovation Council' has been established with the help of MHRD Innovation Cell in the year 2018. This initiative aims to encourage entrepreneurial behaviour among the students and in certain cases, financial support may be provided to set up the business idea.**

4. **Industry Incubation Centre: This initiative involved establishment of industry incubation centres in the campus, giving faculty and students the platform to develop business processes and solutions as intrapreneurs for collaborating companies.**

5. **Centre for Management of Ubran Areas (CMUA): A key aspect of sustainable urban development and the management of cultural landscapes, is to understand the processes and interactions of the natural environment, developing areas and the socio-economic context. Projects taken up under CMUA focus on exploring these areas and innovating scientific solutions with social implications.**

6. **New product based Value Chain Research (NPCCR): This research is undertaken to develop innovative business perspective in students and faculty members. The outcome of this**

research will be monographs and research papers which will be submitted to government policy makers which can be used to boost the livelihood and economy of India.

The Way Ahead: In addition to the Government aided initiative for the incubation centre, we have few other initiatives where reputed organisations have teamed up with us for business ideas. Small scale manufacturing centres will be established inside the campus which would be completely handled by students, under the guidance of faculty mentors. Students would develop skills for planning, sourcing, production and distribution of physical goods and services in the market that they generate out of the manufacturing centres.

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

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

Response: 23

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

2017-18	2016-17	2015-16	2014-15	2013-14
8	7	3	4	1

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

3.3 Research Publications and Awards

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

Response: Yes

File Description	Document
Institutional data in prescribed format	View Document

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

Response: Yes

File Description	Document
Any additional information	View Document

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

Response: 0

3.3.3.1 How many Ph.Ds awarded within last five years
3.3.3.2 Number of teachers recognized as guides during the last five years

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

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

Response: 1.26

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

2017-18	2016-17	2015-16	2014-15	2013-14
24	11	22	18	11

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document

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

Response: 0.21

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

2017-18	2016-17	2015-16	2014-15	2013-14
11	2	1	0	0

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4 Extension Activities

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

Response:

A holistic development of students while sensitizing them to social issues, following extension activities have been organized by the institution -

1. **Swachh Bharat Campaign: An initiative following the vision of Mahatma Gandhi to spread awareness of hygiene and cleanliness among the citizen of India. PIBM had organised the campaign on 2nd October to clean a 2KM long road from the campus to Sunset point.**

This initiative was a student-driven program and a team activity. Through this campaign, students got to know about the real pain that thousands of 'safai karmachari' go through every day to make our city clean. Cleanliness is not an act, it is a habit, and through this campaign, the message was delivered among the students. They got to learn about the teamwork functionalities, planning and execution capabilities.

1. **Annual Blood Donation drive: Every year a blood donation camp is organised at the PIBM campus where students, faculty members and staff make the initiative a successful one.**

As future managers, students need to understand the scarcity of resources. Blood is a scarce resource. Blood donation camps help students to think about society and execute their share of responsibilities as a responsible human being.

1. **Train India Campaign: PIBM has adopted one primary school at Bhugaon, Pune. Faculty**

members, PIBM students, and staff visit this establishment once a week to help teach the students. Apart from regular classroom sessions, various other activities such as Word and Excel training (beginner level) was provided to the students.

While training the students of the school, PIBM students have identified the gap in their curriculum and try to provide relevant and concurrent training to help students aim for higher studies or small business initiatives for their future. PIBM students also learn one of the most valuable lessons for leadership, becoming a good communicator/trainer.

1. **Mamta Foundation for AIDS awareness: On the world AIDS day 2017, a team consists of PIBM student, faculty and staff visited Mamta Foundation, to meet children suffering from AIDS. This initiative was aimed to debunk the common misconceptions about AIDS and spread awareness.**

An ideal leader should not discriminate between people based on their race, ethnicity, culture or any other traits. AIDS patients are treated with hatred in our society. This is a perfect initiative taken by PIBM to inculcate a mindset among students to value human lives above all.

1. **Protsaahan: An initiative to recognise and reward the efforts of the ground staff of Police in the Pune district. The various stories that the constables shared with the students are both informative and encouraging. Students understand the pain that the constables go through every day for the betterment of our society.**

2. **Tree plantation: A student-driven exercise to contribute to the efforts to reduce the carbon footprint from our environment. This student-driven exercise is passed on to the next batch by the senior batch. This initiative is another way of showcasing a responsible attitude toward society and leadership.**

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

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

Response: 6

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

2017-18	2016-17	2015-16	2014-15	2013-14
3	2	1	0	0

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

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

Response: 10

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

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

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

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

Response: 43.56

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

2017-18	2016-17	2015-16	2014-15	2013-14
180	307	125	65	60

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.5 Collaboration

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

Response: 19

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

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

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document

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

Response: 12

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

2017-18	2016-17	2015-16	2014-15	2013-14
7	0	3	0	2

File Description	Document
Details of functional MoUs with institutions of national, international importance,other universities etc during the last five years	**View Document**

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

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

1. **Classrooms: 20 classrooms, with a seating capacity of 60 students each. Each of these classrooms is equipped with the following facilities:**

    1. **Overhead projectors for presentation and video display purposes**

    2. **Audio-video system (including the microphone and speaker)**

    3. **CCTV camera**

    4. **White board and podium**

2. **Seminar Hall: We have one seminar hall with the seating capacity of 120 students. Other facility included:**

    1. **Projectors**

    2. **Audio-video system**

    3. **CCTV camera**

3. **Library: PIBM has one library with a media centre that projects the current status of the books.**

4. **Reading room: A reading room is established adjacent to the library with a seating capacity of 60 students.**

5. **Computer room: PIBM has a computer room with 120+ functional computers and a Bloomberg terminal.**

6. **Auditorium: An auditorium with 500+ seating capacity is in place. Other facility including:**

    1. **High definition surround sound system**

    2. **Overhead projects**

    3. **CCTV**

4. **Air conditioning system**

7. **Smart classroom: PIBM has three smart classrooms. Apart from the facilities that a normal classroom has, these smart classrooms have digital boards.**

8. **Lecture capturing facility: PIBM has 5 high resolution digital video cameras that can record lectures. One DSLR camera for capturing high quality picture of seminar and events.**

1. **Tutorial rooms: PIBM has two tutorial rooms with seating capacity of 30 students each for conducting remedial, special tutorial sessions, and mentoring sessions.**

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

Response:

PIBM focuses on the holistic approach when it comes to the overall growth of a student. A holistic approach considers every aspect of life. Not only a strong analytical and management skills, but PIBM is dedicated to producing leaders with high physical fitness and agile minds. Leadership quality without these traits is not complete. The institution has the following facilities for sports, games and cultural activities -

1. **Outdoor Sports Facilities: PIBM has a football ground which also serves the purpose of a badminton court and a volleyball court. The dimension of the field is 190m X 70m. Intra-college and inter-college games happen in this field. With proper modifications, this ground is also used as a cricket field.**

1. **Indoor Sports Facilities: The indoor sports facility room has 3 Table Tennis tables, 2 Carrom boards, 4 Chess boards. The dimension of this facility is 14mX13.5m. The daily usage rate of this indoor sports facility is near about 50-55 students.**

1. **Gymnasium: The dimension of the gymnasium is 14m X 13.5m. The floor is covered with thick but soft carpets to prevent damages from an accidental fall. 6 spinning bikes, 7 treadmills, 2 incline-decline benches, dumbbells, 1 Cable crossover, 1 Lat Pulldown with rowing, 1 Leg Curl/ Extension combo, 1 Functional max rack, 1 Vertical Plate Tree, and 1 Super bench are the equipment of the gymnasium. There are several slots to accommodate students. A professional trainer is appointed to guide students accordingly. The daily usage rate of this facility is around 100 students.**

1. **Auditorium: The auditorium is equipped with a seating capacity for 500 students, with 12 channel multimedia system, 1 projector and 2 screens. The dimension of the auditorium is 28m X 19m. Alternatively, this auditorium is used for the yoga and aerobic sessions. The professional trainer guides this programme. On average, the usage rate of this facility for yoga/aerobic session is 60 students.**

1. **Music Room: All the modern music amenities, such as 6 Bass Guitars, 2 Electric Guitars, 1 Drum set, 2 Amplifiers, 1 Congo, 1 Guitar stand, 2 Microphones are provided. In Indian culture, it is quite common to have music as a hobby, and PIBM's effort to provide students with a music room is a gesture of encouraging them to pursue their hobby and to become creative leaders. On average, 25 students use this facility on a daily basis.**

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 20

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

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

Response: 4.67

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

2017-18	2016-17	2015-16	2014-15	2013-14
179	0	3.37	38.99	15.18

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

4.2 Library as a Learning Resource

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

Response:

PIBM library is equipped with the integrated library management software. The automation facility of this software reduces the manual tasked formed earlier to a great number. The details of the software are provided below:

Name of the software: SLIM

Nature of Automation: Full automation

Version: 21

Year of installation: 2016

Tasks automated: Cataloguing system, circulation metrics, acquisition facility of new books, serial control, web OPAC, automated message generation etc.

Other software in use: 1. KOHA (Open source software mainly used for ebooks)

2. DellNet (e-resources)

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

Response:

This institute is dedicated toward developing students in terms of life skills, competencies and overall development. PIBM Digital Library has maintained a collection of rare e-books on various topics. The details of the books provided below:

Serial Number	Name of the Book	Name of the publisher	Name of the Author	Number of Copies	Year of Publishing
1	**Biblioteca**	**AsiaticSociety**	**NilmaniMukh**	**NA**	**1890**

	Indica; A Collection of Oriental Works	of Bengal	opadhyaya		
2	Studies in the Puranic Records on Hindu Rites and Customs	The University of Dacca	R. C. Hazra	NA	1940
3	Orientalism	Routeledge & Kegan Paul	Edward W. Said	NA	1978
4	The Wonder That Was India	Rupa & Co	A. L. Basham	NA	1954
5	A Cultural History of India	Oxford University Press	A. L. Basham	NA	1975
6	The Religious Policy of the Mughal Emporer	Asia Publishing House	Sri Ram Sharma	NA	1940
7	An Introduction to the History of Sufism	Longmans, Green and Co	Arthur J. Arberry	NA	1942
8	The Indian Muslims		M. Mujeeb	NA	1960
9	The Pallavas		G. Jouveau-Dubreuil	NA	1917
10	History of the Pallavas of Kanchi	The University of Madras	R. Gopalan	NA	1928
11	The Religious Life of India, Gorakhnath andKanphata Yogis	Y.M.C.A. Publishing House	Geroge Weston Briggs	NA	
12	The Tezkereh Al Vakiat,	The Oriental Translation Fund	Jouher	NA	1832
13	Philosophy of Gorakhnath with Goraksha-Vacana-Sangraha	Mahant Dig Vijai Nath Trust	Akshay Kumar Banerjea	NA	1961
14	The Illustrated Light on Yoga	Harper Collins Publisher	B. K. S. Iyengar	NA	1997

15	Hatha Yoga Simplified	The Yoga Institute	Shri Yogendra	NA	1931
16	The Religious Life of India, The Ahmadiya Movemen	Association Press	H. A. Walter	NA	1918
17	The Child in Ancient India	S. N. D. T. Women's College	Kamalabai Deshpande	NA	1936
18	The Great Tenth CenturyWork on Samskrit and Prakrit Rhetoric	G. R. Josyer	G. R. Josyer	NA	1955
19	The Satakas	T. Werner Laurie, Ltd	J. M. Kennedy	NA	
20	A Century of Indian Epigrams	Harper and Brothers	Paul Elmer More	NA	1899
21	Third Class in Indian Railways	Gandhi Publication League	M. K. Gandhi	NA	
22	Indian Railways as Connected with British Empire in the East	W. H. Allen & Co.	Sir William P. Andrew	NA	1884
23	The Ramayana Of Valmeeki	M. K. Press	C. R. Sreenivasa Ayyangar	NA	1910
24	The Holy Lake of The Acts of Rama	Geoffrey Cumberlege Oxford University Press	W. Douglas P. Hill	NA	1952
25	Ramavijaya	Dubhashi & Co.		NA	1891
26	Ramo Vigrahavan Dharmah	Kanak Publication	C. Sivaramamurti	NA	1980
27	Indian Sculpture	Allied Publishers	C. Sivaramamurti	NA	1961
28	Hakluytus Posthumus	James MacLehose	Samuel Purchas	NA	

		and Sons			
29	TheEconomic History of India Under Early British Rule	Kegan Paul, Trench, Trubner & Co. Ltd	Romesh Dutt	NA	
30	The Setu of Rameswaram	V. Narayanan and Bror	N. Vanamamalai Pillai	NA	1929

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

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

Response: 13.08

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

2017-18	2016-17	2015-16	2014-15	2013-14
20.75	20.88	18.70	4.41	0.68

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

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

Response: Yes

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

4.2.6 Percentage per day usage of library by teachers and students

Response: 17.66

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

Response: 95

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The institution has a robust IT infrastructure and policy guideline which helps in maintaining the normal functionality of daily IT operations. The guidelines are formulated keeping in mind the flexibility and speed of operation, maintenance procedure to get maximum benefits of the software and hardware, and legal and appropriate usage of the facilities. The following procedures are followed while updating the IT facilities:

1. AMC Policies; Replacement and Disposal Policies:

AMC is not required for Desktops & Laptops as we maintain an in house IT team who are qualified to diagnose and correct the faulty systems.

AMC for other electrical equipment must be maintained for the following equipment –

- **CCTV setup**

- **EPABX (Telephone PRI line)**

Other equipment (Firewall, Wi-Fi Controller, etc.) must undergo annual renewal for continued usage.

Annual Maintenance Contract shall be signed with the vendor who shall provide following services:

- **Attend faulty computer in the shortest possible time, usually the same day**

- **Repair/replace the defective components**

- **Do preventive maintenance of computers every 6 months**

- **Optimise the settings so that they work efficiently**

- **Check for virus, once every year**

- **Make sure connection to the network flawlessly**

1. **Maintenance Check and Audit of Assets - frequency and calibration**

A maintenance check and audit per 6 months must be conducted by IT department to check the following:

- **Proper functioning of Mouse**

- **Proper functioning of Keyboard**

- **Proper functioning of cables**

- **Proper LAN connectivity**

- **RAM cleaning status**

- **De-fragment files**

- **Temp files deletion**

- **System Cleaning status**

1. **Dead stock register**

A dead stock register shall be maintained by IT department which should have following details:

- **Description of each unit of computer**

- **Coding for each computer (monitor and CPU)**

- **Coding shall follow the format (PIBM//Code of equipment-Number) for all units installed in various departments and locations**

- **System allocation to which resource**

- **Last Check Date of the unit**

1. **Hardware stock maintenance process:**

The hardware stock is audited on quarterly basis and maintenance process is reviewed on monthly basis.

4.3.2 Student - Computer ratio

Response: 3.86

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

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: >=50 MBPS

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

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

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	[View Document](#)
Any additional information	[View Document](#)

4.4 Maintenance of Campus Infrastructure

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

Response: 3.94

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

2017-18	2016-17	2015-16	2014-15	2013-14
74.00	41.56	24.69	30.47	11.52

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	[View Document](#)
Audited statements of accounts.	[View Document](#)

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

Response:

The institution formed an Internal Quality Assurance Committee during 2017. The IQAC committee has taken a few resolutions toward forming a Standard Operating Procedure (SOP) for managing all

the facilities related to the institution.

In the scope of the facility management, the following facilities are considered for the utilization and maintenance:

- **Classrooms**

- **Library**

- **Computer laboratory**

- **Canteen**

- **Hostel/Guest house**

- **Transportation**

- **Sports**

- **Gymnasium**

- **Music room**

- **Sick room**

- **Closed Circuit Cameras**

- **House keeping**

As per the SOP for Facility Management, the frequency of the facility management review process are divided into four parts. The parts are as follows:

1. **Daily check:** Daily maintenance of all the facilities are carried out by the ground staff and checklists are maintained to keep records of all the activities. The SOP provides guidelines for standard action plans for facility management. An administrative supervisor is appointed at the various facilities of the institutions, such as hostel, canteen, and campus building, to inspect work in progress and quality of work.

2. **Weekly check:** A weekly review of all the facilities is carried out by the facility management team, and reviewed by the supervisors and the facility managers (transportation, hostel, mess, and general administration). Any change in the plan for the coming week, any requirement for the staff, over time, and leaves are assessed, and a plan is formulated to execute in the coming weeks.

3. **Monthly check:** A monthly review of all the facilities happens where the admin manager, all the facility managers, supervisors, and the ground staff gather together and discuss the issues, requirements and plan for the next month's activity.

4. **Yearly review: One of the most important review meeting is the yearly review meeting of all the facilities. The facility managers prepares a year-end report considering all the aspects existing and requirement for a new facility. The report is then submitted to the General Manager, Administration and then presented to the Director. On approval of the Director the further action plans are taken and executed accordingly.**

Grievance handling related to facility:

For students:

- **Any grievance related to any of the above-mentioned facilities should be reported to the facility manager or supervisor.**

- **On the absence of the facility manager/supervisor, a student can escalate the matter to the batch-in-charge.**

- **The matter can be further escalated to Head of the Department, if not resolved by the previous authority.**

- **Further, the matter can be escalated to the Deputy Director/Director.**

For Faculties and Staff:

- **Any grievance should be reported to the immediate reporting boss. In the case of faculty is the Head of the Department or Deputy HOD. For staff, it may be the supervisor or the manager.**

- **The issue can be escalated to the HR/Admin in case of non-resolution.**

- **Further, it can be escalated to Deputy Director/Director on non-resolution of the issue.**

- **Finally, it can be escalated to the Principal Director/Chairman if all the previous authorities failed to provide a reasonable solution.**

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 1.31

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

2017-18	2016-17	2015-16	2014-15	2013-14
6	0	0	5	8

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

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

Response: 4.5

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

2017-18	2016-17	2015-16	2014-15	2013-14
27	19	6	13	11

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

5.1.3 Number of capability enhancement and development schemes –

    1.For competitive examinations
    2.Career counselling

     3.**Soft skill development**
     4.**Remedial coaching**
     5.**Language lab**
     6.**Bridge courses**
     7.**Yoga and meditation**
     8.**Personal Counselling**

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	[View Document]()

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

Response: 96.76

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

2017-18	2016-17	2015-16	2014-15	2013-14
463	366	260	284	206

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

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

Response: 0

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

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

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

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

Response: Yes

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

5.2 Student Progression

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

Response: 98.09

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

2017-18	2016-17	2015-16	2014-15	2013-14
354	250	275	197	129

File Description	Document
Details of student placement during the last five years	[View Document](#)

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

Response: 0

5.2.2.1 Number of outgoing students progressing to higher education	
File Description	**Document**
Details of student progression to higher education	[View Document](#)

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

Response: 0

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

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

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

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

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

5.3 Student Participation and Activities

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

Response: 0

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

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

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

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

Response:

Student representatives are present on various academic and administrative bodies to provide important inputs from the student body as well as act as facilitators of change. Student representations is on the following bodies at PIBM –

1. Discipline Committee

- **Composition:**

  - **Academic Discipline In-charge**

  - **1 student representative from each section of each batch of MBA**

- **Functions:**

  - **To ensure timely rollout and submission of assignments by each section, for all subject**

  - **To facilitate regular and timely attendance for each section, every day**

  - **To announce and implement changes in academic schedule on any given day**

  - **To collect and provide subjective feedback for all academic activities and faculties**

2. Hostel Committee

- **Composition:**

  - **Deputy Director**

  - **General Manager Administration**

- **Facility Managers of each hostel facility**

- **1 Student representative from each hostel (7 in total)**

- **Functions:**

  - **Ensuring cleanliness and maintenance of hostel premises**

  - **Maintenance of all electronic equipment and college-issue furniture at hostel premise**

  - **Maintenance of hostel rules and guidelines by all students**

3. Mess Food Committee

- **Composition:**

  - **General Manager Administration**

  - **Mess Supervisors**

  - **2 Student representatives**

- **Functions:**

  - **Deciding food menu for every week of the semester, whence students are on campus**

  - **Arranging food delivery schedule to campus**

  - **Food quality and hygiene check**

4. Placement Committee

- **Composition:**

  - **Head of Placements**

  - **Assistant Manager Placements**

  - **10 Student representatives from senior batch**

  - **4 Student representatives from junior batch**

- **Functions:**

  - **Mapping of student data for Winter Internship Program, Summer Internship Program and final placements**

  - **Data-mining, lead generation and developing new corporate contacts**

  - **Managing on-campus placement activities**

5. Anti-Ragging Committee

- **Composition:**

  - **Director**

  - **Faculties and Hostel Warden**

  - **Student Representatives**

  - **Representative from Maharashtra Police & Lawyer**

- **Functions:**

  - **Ensuring that no ragging or similar activities take place on the college and hostel premises**

  - **Reporting ragging and related incidences to concerned authorities**

6. Anti-Sexual Harassment Committee

- **Composition:**

  - **Director**

  - **2 Teaching staff**

  - **2 Non teaching staff**

  - **1 Rector**

  - **2 Student Representatives**

- **1 Representative from Maharashtra Police/ Advocate**

- **Functions:**

  - **To develop a policy against sexual harassment of women at the Institute**

  - **To evolve a permanent mechanism for the prevention and redressal of sexual harassment cases and other acts of gender based violence at the Institute**

  - **To ensure the implementation of the policy in letter and spirit through proper reporting of the complaints and their follow-up procedures**

7. CSR Committee:

- **Composition:**

  - **Director**

  - **1 faculty**

  - **1 non-teaching staff**

  - **2 student**

- **Functions:**

  - **Identify nearby areas and bodies where various CSR activities can be carried out.**

  - **Communicate with the head of the area/body and arrange for activities that can be carried out.**

  - **Selecting members and other pre-requisites before the actual execution of the activities.**

8. SC-ST Committee:

- **Composition:**

  - **Director**

  - **2 faculties**

  - **Member of welfare board, Pune**

  - **2 students**

- **Functions:**

  - **Support students from SC-ST community seeking Govt. or Non-Govt. support.**

  - **Spread awareness about the Government's and Institutions initiatives.**

9. Institutional Innovation Council:

- **Composition:**

  - **Director**

  - **Govt./Company representative**

  - **Head of Departments**

  - **Faculty representative from all departments**

  - **6 student representatives**

- **Function:**

  - **Identify new opportunities that may benefit Govt./company**

  - **Encouraging students to initiate their entrepreneurial ideas.**

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

Response: 12.6

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

2017-18	2016-17	2015-16	2014-15	2013-14
11	17	11	11	13

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

5.4 Alumni Engagement

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

Response:

The Alumni Association of Pune Institute of Business Management has been formally registered by the end of 2018. The first graduating batch from PIBM joined in industry in 2010. These students have successively grown to middle and senior management over the last 8 years. With the formal registration process of out alumni association we will now be able to accept any financial support from the alumni.

However, PIBM is proud of the non-financial support it is getting over the last 8 years from the alumni. In a broad sense, the non-financial support can be divided into three categories. They are:

1. **Academic Support:**

Alumni visit our campus on a regular basis. They are more than willing to interact with their juniors. Alumni share their corporate experience, the journey they had with PIBM, how did PIBM help on achieving a holistic education, and their learning from their jobs and corporate world. Alumni take sessions on various technical and non-technical subjects. They help PIBM with the internal evaluation such as presentation for WIP, SIP and Live Projects.

1. **Placement Support:**

Alumni help junior students to secure opportunities for Winter Internship, Summer Internship, and Live Projects in their respective organisations. Alumni also train juniors based on the job description of a company. Most of the alumni, who are associated with their organisation from the beginning of their career, just after finishing their MBA/PGDM from PIBM, and already proved the quality of PIBM students, request their senior manager and HR to recruit students from PIBM. This initiates a strong and long-term relationship with the organisation.

1. **Institutional Branding:**

When alumnus represents their organisation in an event, they also represent PIBM. Those who are promoted to handle a prestigious project, business vertical, or overseas projects, they also bring with them the success stories from the PIBM days. A few of them host various national and international events. This is an indirect opportunity for PIBM to spread its name across the border.

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	<u>View Document</u>

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

Response: 5

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

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

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	<u>View Document</u>

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision of PIBM:

"Pune Institute of Business Management strives to skill the youth of our country as well as whole of Asia & the World to make them employable so that they can either

JOIN A COMPANY

OR

START YOUR OWN COMPANY

THEREBY CREATING MORE JOBS

We want to achieve global identity through our innovative and unconventional methods and efforts for the betterment of the community by producing skilled workforce with values, dynamism and entrepreneurial skills. Our vision is to become the hallmark of professional excellence by adopting a holistic approach to learning."

Mission of PIBM:

"We endeavour to become the finest Institute in Management Education where equal emphasis is laid upon both personal and academic development. Our aim is to create role models that can play a pivotal role in shaping our society as they climb the corporate ladder. Our mission is to develop action oriented leaders of extraordinary tenacity and stamina to make things happen as they should be."

Nature of Governance:

PIBM follows a scientific leadership and democratic governance approach where internal and external stakeholders are involved in the decision-making process. Stakeholder's feedbacks are considered for inputs in the Annual General Meeting for both academic and non-academic purposes.

The decision-making process follows a bottom-up approach. The process of initiating a new trend starts with the feedback and suggestion of the ground level staff.   All the departments work

cohesively; however, they take their own decision for most of the day-to-day operations.

Perspective Plan & Participation of Teachers in Decision Making:

A plan for a change or modification starts with the Director collecting feedback from all the stakeholders including faculties, heads of departments, corporate panel members, and advisory board. The advisory board for academic quality assurance and execution committee consists of faculty representatives from various departments. The advisory board facilitates the decision-making process for the changes in the academic process.

To conduct various operational processes on a smooth and consistent manner, all the committees, grievance handling committee, anti-ragging committee, CSR committee, Cultural committee to name a few, are consist of at least one faculty member. So from the decision making perspective, and smooth execution of academic operations, it can be observed that the whole process is not driven by management, but by faculties.

6.1.2 The institution practices decentralization and participative management

Response:

The institution follows a decentralization management process. At the same time, the institution encourages a participative management process irrespective of hierarchy. A collaborative effort from all the stakeholders improves the overall management functionality of the institute.
The best example of in the form of a case study is provided below.
The Director of the institute, all the faculties and students participate in a collaborative environment of academic, administrative and auxiliary processes. In the case of the academic research process, the participative management process has marked its prominent mark.

The research process is initiated, managed and improved by the faculties. The Head of the Departments provide
guidance to the research process, whereas the Director takes care of the overall research process functionality. These research processes are also open for the students. They can either initiate their own projects or can assist any faculties in their research process.
The authority is provided to each faculty to pursue their research on the field of their choice.
Faculties and students are also rewarded for the efforts they put in for the research purposes.

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

6.2 Strategy Development and Deployment

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

Response:

Strategic Plan -

PIBM follows a rigorous process of involving recruiters and corporate panellists in curriculum design, delivery, and evaluation. This strategic approach has helped the institute to develop students with a stronger employability perspective and prepare them for performing in managerial roles across sectors or set up their own businesses.

Over the years, recruiter feedbacks and corporate panel feedbacks collected after student interaction revealed that certain training tools and skill focus were lacking from our course delivery and evaluation practices. This was resulting in our students being ready for entry-level executive job profiles with lower packages but not middle management roles with better rewarding packages and fulfilling job profiles.

A strategic shift was then adopted for identification and appointment of sector experts as Domain Training Managers to train and develop students for industry. Furthermore, we also started the process of empanelling corporate experts with PIBM, to supplement our training efforts and narrow the gap between industry and academics.

Key sectors were identified, FMCG, Consumer Durables, Automobiles, Paint, Cement, Banking, NBFC, Insurance, IT and ITES to name a few. Specialization elective modules were developed in order to prepare students for employment opportunities in these sectors. These modules had a core focus of developing sector-specific functional skills and giving practical exposure to students.

Training conducted by Domain Training Managers and Corporate Experts not only provided vast exposure to students but also gave them a platform to apply and practice their managerial skills. Furthermore, in house faculty facilitated these training modules, which enhanced their own domain expertise and helped them incorporate practical scenarios in their respective courses.

In 4 years, since we started such intensive sector-specific training, we have achieved the following strategic objectives –

- **Identification and management of talent in student pool**

- **Development of employment-focused skills in students mapped to specific sectors**

- **Development of strong industry-academic connect**

- **Delivering specialization specific elective modules with strong application based content**

- **Faculty development with a strong application orientation**

- **Improved placement performance with students getting placed at managerial profiles**

- **Sustained improvement in placement packages of successive batches**

File Description	Document
Strategic Plan and deployment documents on the website	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response:

The Organization structure is designed keeping various institutional tasks and roles in mind. Top management is part of the Governing body, but beyond that all committees, councils and internal auxiliary bodies are run by the Director and the team of academicians and students.

Service rules and Performance review policies are duly shared with the concerned stakeholders via a defined Employee code of conduct document. All staff undergoes an induction program at the time of on-boarding to understand the organization structure, service requirements and the grievance redressal mechanism. An HR department is also maintained within the institute to manage all employee relat4ed functions.

Role based Organization structure is provided in attachment.

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

6.2.3 Implementation of e-governance in areas of operation

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

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: A. All 5 of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	[View Document](#)
Any additional information	[View Document](#)

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

Response:

Introduction of Digital Marketing and Analytics Modules on Recommendation of the Alumni Committee

Alumni Committee is an integral part of the institution as it not only plays the role of maintaining positive alumni relations but is also dedicated to capturing changing market trends from alumni and contributing towards an upgrade of academic activities. The effectiveness of cells and committees at PIBM is evident in a progressive development made in our course planning and delivery process, based on the inputs received from the Alumni committee.

Every year, the Alumni committee organizes annual alumni meet. While it is a platform for our alumni to reconnect with the institute, it is also an excellent opportunity for our current batches of students and faculty to meet with these alumni. This interaction often leads to brainstorming of ideas, discussion of industry trends and identification of ways in which training at PIBM can be further improved.

After the Alumni Meet of 2014, the Alumni Committee met to discuss the alumni feedback received. Several alumni talked about the potential of digital marketing and data analytics in the times to come. While they felt there to be a skill gap in the market, they felt that with functional training and a focused approach, dynamic professionals could be developed in digital marketing and data analytics domain. A Alumni Meet Report was presented by the Director to the governing body which provides the guidelines for the action plan.

The alumni committee identified it as a critical input and made a proposal to the Director of PIBM, to consider inclusion of digital marketing and data analytics based courses, modules or workshops in course planning for next year.

Similar inputs had also emerged from interactions of faculty with Corporate Panellists and recruiter feedback received by Placement Committee. Thus, the Director of the institute also endorsed the idea and made a recommendation for this initiative in front of the Governing Council and Academic Councils. Both the bodies approved of the proposal and Digital Marketing was introduced as a

Specialization Elective for MBA and PGDM program in 2015.

Furthermore, Data Analytics was developed as domain-specific modules such as HR Analytics for HRM, Channel Analytics and Retail Analytics for Marketing. These were subsequently introduced in 2016 and 2017 for the MBA and PGDM program to further strengthen the training effort at PIBM. In 2017, Analytics was also introduced as a core specialization. Minutes of Meeting of the governing body and alumni committee feedback provides important guidelines, the structure of pedagogy, and suggestions for practical as well theoretical ratio while for classes.

The success of these modules in opening up new employment opportunities for our students has further motivated the Alumni Committee to capture alumni feedback, keeping a lookout for potential market trends. The committee is dedicated to learning from the experiences of our key stakeholders, i.e. the alumni and using it to improve the learning experiences of our students and faculty.

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

6.3 Faculty Empowerment Strategies

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

Response:

The institution offers a host of welfare benefits to the teaching and non-teaching staff, which includes –

1. **Pradhaan Mantri Jeevan Bima yojna for ground staff with 2.5 lacs of life cover, sponsored by the institute.**

2. **Subsidized meal facility for teaching staff and non-teaching staff.**

3. **Accommodation facility for teaching and non-teaching staff (opted as part of the package by the concerned employee).**

4. **Free transport facility for all staff.**

5. **Subsidized higher education (MBA/PGDM) program for children of employees.**

6. **Employee engagement activities like birthday celebration, anniversary of service.**

7. **Provision for emergency financial assistance for all staff.**

In addition to these continual benefits, several short term and intermittent welfare initiatives for the

staff are also organized, which include –

1. **Annual 3-day meditation camp for all staff (Organized by Mindfulness Happy Hearts Foundation). This initiative was to encourage all the teaching and non-teaching staff to lead a stress-free and mindful lives they are leading. This meditation session provided a guideline for meditating in between breaks in jobs and free time at home.**

2. **Annual eye check-up camp: Most of the faculties and a significant portion of the non-teaching staff use computers to accomplish their work. Long exposure to the bright computer screen can damage eye-sight. To make all the staff aware of the ways of keeping their eye-sight normal, and to check if there is an existing issue with their eye-sight, this initiative was organised along with Lenskart.com. Apart from free eye check-up by the experts, spectacles were sold at a subsidised rate.**

3. **Annual Medical check-up camp: Annual medical check-up camp was organised to generate awareness about maintaining a healthy lifestyle and advice over any existing medical treatment staff was undergoing.**

4. **Annual dental check-up camp: Almost 70% of people suffer from one of the various forms of dental issues. This campaign was aimed at generating awareness where staff got the information on how to care for their teeth and a preventive measure of decaying enamel problem.**

5. **Movie Day: In association with PVR Phoenix Market City mall, a movie day was organised where all the teaching and non-teaching staff and their family gathered together and watched a movie. All the expenses and transportation requirements were borne by the institute. This initiative was to encourage bonding among the staff.**

6. **AngelBee Mutual Fund investment campaign: Many of us do not understand how a mutual fund works. Some of us confuse this with share market trading. However, mutual funds are one of the safest ways of investing money and get benefitted. A campaign was arranged with the association of AngelBee to spread the awareness of mutual fund as a tax saving and high-return generating instrument.**

7. **Axis Bank personal finance management: A one-day campaign was organised with the help of Axis bank where executives from Axis bank offered personal wealth management tips for all the staff. Executives provided simple yet effective suggestions to all the staff to manage their expenses and how to save a portion for the future.**

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

Response: 2.85

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

2017-18	2016-17	2015-16	2014-15	2013-14
5	4	0	1	0

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

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

Response: 7

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

2017-18	2016-17	2015-16	2014-15	2013-14
19	5	4	4	3

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

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

Response: 6.76

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

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

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

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

Response:

PIBM follows a rigorous practice for performance appraisal management. Though, technically performance appraisal system for both teaching and non-teaching staff follow a similar pattern; however, the differentiating factor is in the Key Result Area. The process of performance appraisal happens once a year. The process is as follows:

- **Upon joining, all the teaching and non-teaching staff are familiarised with their job responsibilities and information about KRAs are provided.**

- **Once KPIs that are linked with the KRAs are also described during the induction period of the employees.**

- **Based on the experience level of an employee, the duration of the probation period is determined.**

- **During the training/probation period, the performance of the employees is carefully observed by the trainer/immediate supervisor.**

- **Based on the performance the duration of the probation period may be modified and the employee is given freedom of performing their tasks at their own.**

- **Upon completion of one year, the employee and immediate supervisor sit together to review the yearly activities. Some of the parameter for teaching staff are:**

  - **Student feedback**

  - **Placement performance of the mentees**

  - **The average score of the mentees and class**

  - **Teaching pedagogy and behavioural aspects**

For a non-teaching staff, these parameters depend on the functions an employee is performing. The parameters are different for admin staff, placement staff, support staff and all other staff for miscellaneous works.

- **Upon reviewing the activities, in case of teaching staff the Head of the Department and for non-teaching staff the supervisor/manager, provides a review of the employees using the PMS**

template of PIBM.

- **The PMS review form is then submitted to the Director for a further review process.**

- **Upon finding an eligible category of performance appraisal, an employee was awarded the increment in the salary and job responsibilities.**

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The institute maintains a strict policy of carrying out an audit process. As per the standard practices, both internal and external audit team check the processes for standardisation of practices on a regular basis.

Generally, the expenditure process follows a straight line process. All the Department are authorised to spend a certain amount of money. If the amount is beyond the limit, then a request is submitted to the Chief Accounts Officer by the Head of Department. Chief Accounts Officer then submits the request to the Director. Director is authorised to sanction expenses of a certain limit. If the request is above the limit, the Director submits the request to the Governing body for final approval.

A brief of both internal and external audit process is provided below:

Internal Audit:

1. **The internal audit committee consists of Director, Member of the Governing Body, Head of Departments (Academic, IT, Library, Mess etc.)**

2. **The internal audit process happens quarterly.**

3. **On the Annual General Meeting, an interim budget is proposed for a financial year.**

4. **The internal audit process tries to identify the difference between the proposed budget and the actual expenses.**

5. **If an area found which happens to exceed the proposed budget, then the reason behind the same is identified, and measures are taken so that the expenses do not become uncontrollable.**

6. **If any area is found to be generating surplus amount, then the extra amount is divided among the areas which require more funds.**

External Audit:

1. **The external audit process is carried out by the MGAM & Company.**

2. **The CA appointed by the MGAM & Company is Mr M R Gupta.**

3. **As per the financial law of the institutions and standard guidelines, all the financial, academic, and other non-academic processes are audited.**

Handling Audit Object:

1. **In case of any objection the Chief Account Officer submit the escalated matter to the Director.**

2. **Director submits the reports to the governing body.**

3. **The members governing body sit together for a resolution of the issue.**

4. **Upon arriving at a solution, the same is communicated to the CAO and executed immediately.**

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

Response: 0

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

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

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

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

Response:

Objective:

The objective of having a resource mobilization policy is to clearly define the sources of funds and types of resources required for the desired functioning of the institution. This policy also installs resource mobilization strategies in place for execution and review.

Resource Mobilization Mechanism

Source of Funds:

- **Fees from MBA & PGDM Program**

- **Revenue from MDPs and Consultancies**

- **Sponsorship from research grants**

- **Funds from Government and Non-Government Organisations**

Resource Mobilization Strategy:

Resource Mobilization Strategy of PIBM involves the following steps –

1. **A forecast report of Resource requirement from all department heads to be prepared one month prior to the commencement of new Academic Year**

2. **Preparation of an annual budget for institutional operations in consideration of the resource requirement submitted by department heads**

3. **Approval of annual budget by the Governing Council of Pune Institute of Business Management**

4. **The authority of allocation of the capital resource is vested in Chairman of the Institute**

5. **The monthly budget prepared from the annual budget by the accounts department**

6. **Non-capital resource requirement is fulfilled as per the Academic calendar and institutional requirement**

7. **Internal audit and review of resource mobilization at the Institute**

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

The IQAC:

The Internal Quality Assurance Committee was established in 2017. The objectives of the IQAC is to streamline the quality assurance focus for academic and non-academic purposes. The IQAC team has also prepared and provided the guidelines to teaching staff for the national and international accreditation from various bodies.

The IQAC team:

The IQAC team is comprised of both internal and external stakeholders. Internal stakeholders include the Director of the institute, heads of the academic and examination department, the chairman of the institute, members from administration, student representative, alumni representative, and the member from the industry body.

Functionalities:

The responsibilities of the IQAC ream is not only limited to only quality control but also guidelines toward new initiatives. The team members meet quarterly and review functionalities on various academic and non-academic purposes. The team discusses current quality standards and suggests improvements in various areas where improvement is necessary.

Areas improved:

1. **Academic operations:**

   1. **Checklist for action plan and execution plan**

   2. **Academic and industry relationship**

   3. **Digitalization of SOPs, especially in the video format for a quicker understanding of the operational processes**

   4. **Digitization of exam grievance handling**

2. **Administrative operations:**

   1. **Improvement on the consolidation of action plans and execution plan**

   2. **A fast pace process for the internal review/audit**

3. **Research operation:**

   1. **High quality research work for industry application orientation**

   2. **Guideline for Scopus and ABDC index for research**

   3. **Research orientation beneficial for both industry and academia**

   4. **Increasing participation from faculties for the research work**

4. **Teaching pedagogy:**

   1. **Initiation of faculty development programmes for innovative training methods and developing research acumen among students**

   2. **Workshop for student confidence and content building**

   3. **Student participation for research work**

   4. **Application orientation course plan development**

   5. **Work engagement sheet for faculty engagement**

   6. **Job description based training for better employability of students**

   7. **Participation of faculties in the Indian Council of Social Science Research**

5. **Welfare measures:**

   1. **Pradhan Mantri Bima Yojana for ground staff**

   2. **Strengthening safety measure for hostel and campus**

   3. **Green initiatives inside the campus and its surroundings**

   4. **Cleanliness drive through the Swachh Bharat Abiyaan**

   5. **ISR initiative: Protsaahan**

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

Response:

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

The IQAC team from its inception in 2017, conducts a semester-wise review of the teaching-learning method. This review process includes teaching pedagogy, the structure of the lecture delivery and

knowledge dissemination process and identification of the learning outcome by means of the feedback and performance.

Guidelines provided have prominently improved the institutional performance in the training of teaching and learning methods. Here are two areas that have excelled most are:

1. **Development of Application based course deliver for peer learning and class activities:**

More than the application of theory, the IQAC team has suggested faculties to concentrate on developing a strategy that enhances students to apply the knowledge they have gathered through the lecture. The capability of relating or applying the knowledge is what the most expected trait out of a management graduate, and an exceptional leader. The resolution of application oriented teaching pedagogy was implemented from October 2018.

Knowledge is obviously necessary for growth in academics. At the same time, it is also necessary that these knowledge are not only limited to the examination answer sheets or the assignment copies. The reason why the IQAC team suggested a teaching pedagogy through which students understanding is actually applied to resolve a situation. Mock situation activities, simulations, case study discussion and resolution of the issue provides an ample platform where students can apply their understanding of knowledge and apply those understanding to solve a problem.

1. **Incubation Centre:**

The concept of incubation centre is to identify the hidden business ideas and entrepreneurial traits among students and nourish them until the idea is executed and the business has started operating. With the suggestion of the IQAC team, the incubation centre, Institution Innovation Council, was formed with the associated of MHRD Innovation Cell in October 2018. Few of the other corporate houses are also associated with the institutional incubation centre.

The incubation centre has brought various advantages for the students. Through this centre, students will get exposure to having hands-on experience of formulating a business from the grass-root level. Also, the formulation of an idea, and observing the idea is taking a prominent shape will not only encourage the students but also give students an enhanced experience for their future endeavour.

Throughout this exposure to dealing with the formulation of business, students understand the business formation process and how to solve issues in the business process. Now, when a student gets the exposure of shaping a business from the very basic level, it enhances confidence level to a thousand level. Enhances overall work experience and employability. It has been observed that students, who are associated with the incubation process, had a better chance of getting a Pre-Placement Offer from the organisation where they accomplished their Summer or Winter Internship.

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

Response: 5.4

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

2017-18	2016-17	2015-16	2014-15	2013-14
27	0	0	0	0

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

6.5.4 Quality assurance initiatives of the institution include:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document

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

Response:

Over the last five academic years, several improvements were executed to enhance the quality of academic as well as the administrative part of the institution. The following measures are in taken into consideration:

1. **Transition in the Assessment system:** Over the years the internal assessment system has been shifted from the conventional pen paper-based method to more verbal, project-based methods, and project proposal method. These are the methods designed to identify the knowledge level of a student, creativity, and concept articulation abilities of a students.

2. **Business Model Analysis:** Over the past 3 academic years, students got the exposure of creating business models. At the same time, they are also taught to understand a business report and analyse the data. This process of analysis helps the students to improve the overall understanding of the various management functions such as marketing, human resource, operations, finance and information technology.

3. **Integration of SOPs in Administration:** Over the past few years, the institution has adopted various resources to improve the processing functionality. Adaptation of Standard Operating Procedures (SOP) and process checklist have improved the overall functionality to manifold. The standards are defined at the various stages of every area and operational processes. These standards clearly define the person accountable for a process, and turn-around time of each process.

4. **Profile specific development of students:** Students are encouraged to identify early affinity towards job roles and profiles, thus aligning live projects and internship opportunities for them as per the desired profiles. Furthermore, every subject is taught with defined profiles and purpose clarity for studnets.

5. **Improved research orientation:** Faculty and students are progressively being encouraged to work on application oriented research with high impact and applicability in the industry. Over the years, the faculty have been able to successfuly get published in Scopus indexed international journals and increased their research output in UGC approved journals as well.

6. **Automation and ICT:** The campus has transfered several academic and administrative processes to the ERP platform, automating and digitizing the learning experience for both students and faculty.

7. **Skill and competency development through flipped clasroom:** In addition to giving pre-readings to students, the learning process has become flipped and students are now expected to come prepared with concept understanding, leaving time for concept application based class activities and discussions. This has significantly improved domain skill development in students and improved their overall performance and progression.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 8

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	1	1	1	1

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

7.1.2

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

Response:

Pune Institute of Business Management applies strict norms toward safety, security, gender sensitivity toward all its staff and students. No discriminatory policy is tolerated when it comes to the safety, security, and well-being of a stakeholder. The following measures were taken by the PIBM authority to deal with the measures of gender sensitivity, safety, security:

Safety and Security measures:

1. **A special transportation system is in place to provide pickup and drop facility of all the teaching and non-teaching staff at no extra cost.**

2. **Similar to staff, pickup arrangement is also provided to students staying in hostels.**

3. **A dedicated vehicle is maintained inside the campus for all the staff and students who need immediate medical attention.**

4. **If any staff is especially required to stay back for job completion purposes, then pick and drop facility from home is provided.**

5. **In the case of staff attending the event of the institution other than normal working days, then pick up and drop from home are provided to the staff.**

Counselling:

1. **An internal counsellor is appointed for all the staff and students. Apart from personal counselling service to both staff and students, career counselling service is also provided to students by the counsellor.**

2. **An external counsellor is empanelled for special need cases.**

3. **If any girl students need assistance from a lady counsellor, an external lady counsellor extends her service for the counselling purpose.**

4. **A Standard Operating Procedure encompassing all the guidelines for gender sensitivity issues was created and followed carefully.**

Common Room:

1. **A common room for girl students is maintained.**

2. **All the common room and all other common places such as cafeteria, music room, gymnasium etc. are monitored by CCTV.**

7.1.3 Alternate Energy initiatives such as:

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

Response: 0

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

7.1.3.2 Total annual power requirement (in KWH)

Response: 120000

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

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 41.9

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

Response: 8540

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 20380

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

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

Response:

Pune Institute of Business Management has a proper waste management plan for solid and e-waste management. The waste management process was carried out by the following process:

1. **Solid Waste Management:**

   1. **Recyclable Material: Solid waste that is recyclable is directly given to a local waste management plant. A vehicle collects all recyclable materials from the campus and recycles them for further use.**

   2. **Reusable Material: Reusable material such as wooden structure, metal is used for various support works carried out at the institution and hostels.**

   3. **Food waste: Food waste is supplied to a local pig farmer in the Bhugaon area. A vehicle collects all the food waste daily from the institution canteen and all the hostels.**

2. **E-waste Management:**

   1. **Obsolete but functional: According to the routine upgradation of IT Policy, a few part and peripherals are discarded from further use. A few of them though functional, cannot be used further due to standard practice. Those material are donated to a Government school in the Bhugaon area.**

2. **Non-functional parts: Those parts that have become completely non-functional are discarded properly and provided to the local recyclable plant that collects solid wastes.**

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The campus is spread across an area of 2.5 acres, on a gradual incline slope. Furthermore, the hostel facility is not available on the same grounds (as these are maintained on a separate location within a 5km radius of the campus).

The institute has thus not invested in any rain water harvesting structures or facilities to be set up on the premises. As the area under campus will increase and the overall water requirement will go up, the institution plans to invest in such facilities in future and attempt to improve the overall water consumption and water conservation practices at the institution.

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

Response:

Green Practices

PIBM campus is located at a scenic and green location of Pirangut area. The authority is very careful about preserving the green environment surrounding the campus. Various initiatives are taken and proper maintenance policy followed for preserving the environment. A full-time gardener is on campus to take care of the trees planted in the campus.

• Students, staff using

1) Public Transport: To reduce the effect of carbon emission, PIBM provides a bus facility for all the students and staff who wishes to avail the service. The commute to and from the campus is facilitated by the bus service, this reducing the need for individual transport for both staff and students.

2) Pedestrian friendly roads: Though PIBM is located at a hilly region, the administrative authority

along with the help of local administrative authority, made the road toward campus a proper one with drainage facility at the sides and at the same time, it is pedestrian friendly.

• Plastic-free campus: Keeping up with the Maharashtra Government's initiative of making whole Maharashtra a plastic-free zone, PIBM authority has also complied with the norms and follows a strict guideline against the usage of plastic inside the campus. Most of the plastic products are either replaced by durable material product or recyclable material. The shops inside the campus follow the same rule.

• Paperless office: To encourage the green initiatives, PIBM has taken a pledge to make the campus a paper-free operation zone except for the academic one. Though a large number of academic operations are carried out paperless. The ERP system is in place that helped the authority greatly reduce the paper consumption in campus.

• Green landscaping with trees and plants: The campus has housed various trees to maintain the green environment and reduce carbon footprint. An experienced gardener is recruited who takes care of all the trees inside the campus. Around 20% of the total campus area is covered under green landscaping.

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

Response: 0.07

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

2017-18	2016-17	2015-16	2014-15	2013-14
0.22	0.07	1.12	0.60	0.57

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

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

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination

7. Special skill development for differently abled students

8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	[View Document]()
Any additional information	[View Document]()
link to photos and videos of facilities for Divyangjan	[View Document]()

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

Response: 4

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

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

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	[View Document]()

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

Response: 7

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

the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	3	2	0	0

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

Response: Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	[View Document](#)

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

Response: Yes

File Description	Document
Provide URL of website that displays core values	[View Document](#)

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

Response: Yes

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

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

Response: Yes

File Description	Document
Provide link to Courses on Human Values and professional ethics on Institutional website	[View Document](#)

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

Response: Yes

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	[View Document](#)

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

Response: 15

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

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

File Description	Document
List of activities conducted for promotion of universal values	[View Document](#)

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

Response:

Yes, Pune Institute of Business Management celebrates national festivals and birth anniversaries of great Indian personalities.

Swami Vivekananda Birthday: Each year PIBM celebrates Vivekananda Jayanti on 12th January. This day is also known as Youth Day. Special events were organised on this day.

Republic Day: Every year PIBM celebrates republic day on 26th January.

Shivaji Jayanti: Every year PIBM celebrates Shivaji Jayanti on 19th February. The event is celebrated with various cultural programmes.

Independence Day: On 15th August, the Independence Day was celebrated with flag hoisting and several other cultural programmes.

Ganesh Chaturthi: Ganesh Chaturthi was celebrated during September each year.

Durga Puja: It is a student driven programme which is celebrated at the campus during the September/October month. Various cultural programmes were arranged during this time.

Diwali: The colour of light is celebrated with decorating the whole campus with lights. Soundless firecrackers were lighted at the evening to celebrate Diwali with all the family members of PIBM teaching and non-teaching staff.

Guru Nanak Jayanti: Every year on 12th November, PIBM staff and student visit the Gurudwara at Pune to celebrate Guru Nanak Jayanti.

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

Response:

7.1.19 Transparency in financial, academic, administrative and auxiliary functions

The institution strives towards maintaining transparency in financial, academic, administrative and auxiliary functions by improving information dissemination with all associated stakeholders. Following measures are taken to keep the process transparent –

1. **Student & Faculty representation on key committees:** Members of student body and faculty are present in all key committees and administrative bodies, helping in taking democratic decisions for the growth of the institution.

2. **Activity and need based budget:** Budget for academic and administrative activities is derived from bottom-up flow of information from respective departments (rather than being dependent on funds and grants available).

3. **Accessibility of committee discussions on public platforms:** Key decisions made by various committees are captured in MoMs and shared on the institute website. MoMs are also shared with concerned stakeholders, thus maintaining transparency in various functions.

4. **Institutional circulars and notices:** All decisions taken by administrative, academic and auxiliary committees for the benefit of students and staff, are duly declared through circulars and notices. Relevant information is also shared with impacted stakeholders through emails.

As the institution has migrated to a Learning Management System over the past years, academic and

administrative information pertaining to time table, course structure, student performance, faculty schedule, etc. is also shared with concerned parties on the LMS platform.

7.2 Best Practices

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

Response:

Qualitative Metric Write-up

7.2.1 Best Practices

Practice 1

1. Title of the Practice: Learning Outcome Based Training Delivery and Assessment

2. Objectives of the Practice

At PIBM, we strive towards achievement of 100% employability for our students and to better prepare them for all professional challenges. As we want to holistically develop dynamic managers and entrepreneurs of tomorrow, our training practices have to be driven by focused learning outcomes. The objective of this best practice is to ensure that any and all training activity that is conducted at PIBM is aimed at –

- **Achieving sound domain and conceptual understanding in every student**

- **Ensuring assessment of domain and functional skills at regular intervals**

- **Facilitates development of transferable life and functional skills in students**

3. The Context

The institution recognized that just as 'Management by Objectives' enable an organization to better drive performance and productivity, in similar manner, 'Learning Outcome based Delivery and Assessment' can significantly improve the way students learn management skills and develop professional competencies.

Over the years, both faculty and students submitted feedback about the learning process, giving the management insights about a need for defining clear learning outcomes.

- **Students would often address the issue of not understanding why subjects were being taught and not really realizing how it is aligned with their final goal of becoming employable.**

- **Faculty would also raise concerns regarding diminished student interest in training and**

assessments, if they were not able to relate the subject with their specialization or the area of interest.

In such context, it was determined that emphasizing on Learning Outcome based Delivery and Assessment would resolve the challenges being faced by students and faculty in the learning process. It would also help in streamlining the skills and competencies that can be developed through each course and can be aligned with the final program outcome.

4. The Practice

The practice started taking shape with the conscious identification of learning outcomes in terms of Program Objectives and Course specific outcomes, aligning them with various academic activities.

Core learning outcomes identified for both MBA and PGDM program were –

- Students should be able to understand domain specific concepts which are relevant to performance in various job profiles

- Students should be able to apply business concepts in different business scenarios and situations

- Students should develop basic managerial skills such as information flow, networking, team management, data analysis etc.

- Students should be able to source, categorize and analyze business data relevant to various business situations

- Students should be able to solve business problems and take information based business decisions

To achieve these core learning outcomes, in-class on on-field activities were streamlined to continually develop skills and competencies in students. This training practice is incorporated from the beginning of student interaction with the institute and continues till the final placement of the student.

Following training delivery sub-practices are incorporated and strengthened under this practice –

- Business Orientation Program – This is a 45 day foundation program, that serves as a precursor to the first semester and facilitates in expectation setting and delivery of fundamental management concepts, along with initial industry exposure

- 'Sector Company Product and Service' (SCPS) specific training delivery and assessment – All subjects are trained with the SCPS training pedagogy, explaining each concept with the use of examples from various sectors and companies. Students develop a strong ability to compare concept application across different sectors by participating in class activities, assignments and projects, designed with the SCPS method.

- **Project based learning** – Students were engaged in more application oriented projects such as field studies, industry visit reports, winter and summer internship programs as well as dissertation. This transferred the learning impetus from in-class training to self learning by doing. Students get multiple opportunities to work on live business situations with actual products, services, channel partners and customers; thus strengthening their managerial competencies.

- **Domain specific corporate interface** – Student interaction with industry experts also aligned to provide domain specific exposure and developing employability enhancing skills in students. From corporate driven workshops and internship assessments by corporate, focus remains on achieving desired learning outcomes.

5. Evidence of Success

Learning Outcome based training and assessment has proved to be a best practice which has added significant value to the academic and placement process of the institute. Clear evidence of success of this practice was observed in –

- **Skill centric training delivery, developing more confident and competent students**

- **~100% placement of students since 2015**

- **Improvement in average package of the batch from 5 lakhs per annum to 7.2 lakhs per annum since 2015 with placement of students in more challenging and rewarding profiles**

- **Pre Placement Offers offered to several students after Winter Internships and Summer Internships**

- **Increased participation of students in co-curricular activities centered around organizing management events (both intra and inter college)**

- **Increased participation of students in research and other knowledge dissemination activities (training manuals, sector analysis reports)**

- **Successful set up and management of Innovation Incubation centers by the students for driving development of entrepreneurial acumen in students**

6. Problems Encountered and Resources Required

A complete re-orientation of faculty approach towards course design, delivery and assessment was required to move towards Learning Outcome based training approach. Key resources or support required for establishing this best practice were –

- **Faculty training and development for defining specific course learning outcomes**

- **Incubation period for designing courses as per desired learning outcomes – with specific training content and assessment tools**

- **Increased student engagement hours to develop concept application and achieve learning outcomes**

- **Extension activities to be realigned (such as field research, co-curricular programs,**

- **Recurring process reviews and alignment was required to ensure achievement of Program objectives and Learning outcomes by all stakeholders involved**

7. Notes (Optional)

This best practice is further being improved by documentation and standardization of all finer aspects.

Practice 2

1. Title of the Practice: Application Oriented Research & Development

2. Objectives of the Practice

The objective of establishing an application oriented research culture at PIBM was to ensure that research is not done just for the sake of research. The institution wanted to deploy its human capital and supporting resources towards research activity that would have an impact on the community and the industry. With this objective, Application Oriented Research & Development was introduced as the research practice at PIBM for both students and faculty.

3. The Context

Over the years, as we developed our training pedagogy and focused on making students employable; research remained an under-developed area. Consequently, the institution started facing roadblocks in developing faculty talent and research acumen. While faculty and students were engaging in academic research, very little of the research output was finding any application in the industry or in the community.

To break away from this norm, prevalent in education sector, it was realized that promoting application oriented research is the only way ahead. Not only was this approach expected to develop research ability in faculty, but also achieve a core learning outcome of problem solving in students.

4. The Practice

With increasing focus on Application Oriented Research and Development, the institution started laying emphasis on quality research being conducted by the faculty and students. Following measures were taken to achieve this organizational goal –

- **Publishing research in Scopus indexed journals with high impact factor:** Continual training and development of faculty was organized, to conduct international standard and high impact research. Training workshops and seminars were organized to train faculty on industrial research and application research approach.

Over the years, the institute also started incentivizing quality research publications to encourage contributing faculty members and promoting research culture in the institution.

- **Center for Management of Urban Areas (CMUA):** This center was established with the intent of conducting meaningful research for contribution to the community. Six research areas were identified across different urban centers of India and faculty members assumed the responsibility of conducting long term research. The target audience for application of this research was identified as Government of India.

- **Industry sponsored research:** The institute had developed a large industry network for training and development of students. This same network was then approached for identifying industry sponsored research opportunities. Over the years, application oriented research and consulting was done by PIBM faculty on areas like Performance management, talent management, marketing strategy, distribution strategy, project finance, etc.

- **New Product & Market Development research projects:** The institution also launched a new product and new market development research initiative. Faculty contributing to pioneering sector specific research was aligned with industry experts to better understand business nuances and conduct exploratory study of new market and new product development elements.

- **Industry Incubation Centers:** Over the last year, 5 industry incubation centers were opened at the college premises to conduct dedicated research and consulting for the collaborating companies. Market study based projects have helped the incubation center partners in improving their business processes and market understanding, while giving immense exposure to participating students and faculty.

- **International conference with corporate exposure:** Departing from the typical format of an international research conference, PIBM organized an international conference with session chairs from both academia and industry. Additionally, an open house discussion was hosted with 4 CEOs as panel members to discuss the need for industry research and application oriented academic research, for the benefit of participating research scholars.

5. Evidence of Success

As the overall research climate of the institute shifted towards industry and societal application, the quality of research output has significantly improved over the years.

- **More and more faculty have started representing the institution on national and international**

platforms, through paper presentation and publication in Scopus indexed journals

- **30+ sponsored research projects have been completed by PIBM faculty for various industry partners**

- **Knowledge dissemination improved organically as faculty also started utilizing relevant research in student training**

- **Students participation in market information gathering and application oriented research also increased, resulting in improved data analysis and problem solving skills**

6. Problems Encountered and Resources Required

This particular best practice required a complete reorientation on behalf of management, faculty and students. As the focus of the institute primarily remained on student employability, integrating application oriented research into the institutional culture and was a tremulous task. Major challenges in establishing this best practice were –

- **Resistance towards change from faculty and students, as there was poor understanding and acceptance of the benefits which original research can provide**

- **Lack of research competencies and skills, with faculty not being aware of the scientific process of defining research objectives and deriving industry implications from research study**

- **Initial poor acceptance of research output by the industry and thus a time lag in the completion of sponsored research projects**

The institute invested time, money and human capital in resolving these challenges-

- **Dedicated research workshops were organized to train the faculty on research process and various statistical tools required for conducting impactful research.**

- **Budget was defined for incentivizing quality research effort by faculty. Additionally, steps were taken to cultivate relationship with industry partners for providing research and consulting support.**

- **Weekly and monthly research project development reviews also gave an impetus to the organized research activity at the institutional level.**

7. Notes (Optional)

Annual revisions in research policy have been made to make this best practice standardized and structured.

7.3 Institutional Distinctiveness

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

Response:

Vision of Pune Institute of Business Management
Pune Institute of Business Management strives to achieve global identity through its innovative and unconventional methods and efforts for the betterment of the community by producing skilled workforce with values, dynamism and entrepreneurial skills. Our vision is to become the hallmark of professional excellence by adopting a holistic approach to learning.
Mission of Pune Institute of Business Management
At Pune Institute of Business Management, we endeavor to become the finest institute in management education where equal emphasis is laid upon personal and academic development. Our aim is to create role models that can play a pivotal role in shaping our society as they climb the corporate ladder. Our mission is to develop action oriented leaders of extraordinary tenacity and stamina to make things happen as they should be.

The vision and mission of the institute is focused towards development of students with strong personal and professional values as well as employability centric skills. This is clearly reflected in our strong Placements performance and robust industry network. Over the past 4 years, the institute has successively achieved 100% placements with median package rising from 5 Lac p.a. to 6.5 Lac p.a.
While initially students were placed in entry level profiles at executive level, PIBM students are now placed in Management Trainee and similar middle management profiles. We have managed to achieve this by integrating the following activities towards achievement of institutional vision -

1. Strong Industry - Academia interface: For course delivery, continuous evaluation, process review and development as well as student performance measurement; PIBM has involved industry experts as Corporate Panelists to build an inherent application orientation in the system.
2. Robust Student mentorship program: Every student is mentored from day 1 to develop their strengths, identify potential and talent, improve on weak areas and prepare for a rewarding professional career. With such acute focus and mentoring, every student gets guidance for making career choices and perform exceedingly well in their internships as well as final placements.
3. SCPS (Sector Company Product and Service) based training: All courses are delivered with the SCPS training pedagogy. This ensures that students form a comparison based understanding of every management concept. Not only are they able to apply it in class room setting, they are also able to transfer their learning to real world situations across sectors, in companies of varying sizes.
4. JD Based training: Focus training based on the Job Description and Job Profile for which the students have to appear for, during the placements process has enhanced our Placements

performance significantly. Our candidates are always well prepared, aware and knowledgable about the profile and able to make a connect between their skills and the job requirements.

5. Communication and Aptitude skill development: Our 100% placement records is also attributed to rigorous Aptitude and communication skill trainings offered to the students. Our candidates are well groomed, able to communicate their domain knowledge well and clear aptitude assessment rounds with ease.

6. Skill development modules: Students are given additional training for skill development such as use of MS Office, MS Excel, SPSS, etc. Furthermore, Annual report based management insights are built into the course delivery, thus developing annual report analysis competency in students.

7. Regular industry exposure: Corporate weekends at PIBM offer varied industry exposure to students wherein MDs, CEOs, Business Heads and Directors of various companies interact with students. This gives a career prospect clarity to students as well as help them understand the skills required for getting placed in their preferred industry and profile.

8. Practical application of learning: Field projects, assignments and live projects are included in all specialization courses to enable practical application of concepts by students. Our Winter Internship and Summer Internship programs help students get industry exposure and experience on the job training. This prepares them for the placements season and face the recruitment process confidently.

With all these organized and synchronized efforts, PIBM has been able to emerge as one of the leading business schools, offering quality management education that results in employment or entrepreneurial efforts of every single student.

5. CONCLUSION

Additional Information :

NA

Concluding Remarks :

Pune Institute of Business Management is essentially a management institution with a vision of developing competencies and skills in students that can make them employable, either by joining a company or setting up their own company. We have shaped our institutional efforts around this vision and tried to deliver quality education with a difference.

Going forward, the institute will be working towards complete automation and ERP adoption for improved process efficiency. To improve the overall learning experience of the students, the institute will also be adopting innovating learning practices that makes the learning process more action and task oriented, rather than just understanding of theory and concept.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
2.4.4	Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years 2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years Answer before DVV Verification: 	2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
6	3	0	0	0 | Answer After DVV Verification : | 2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
2	0	0	0	0	
2.4.5	Average percentage of full time teachers from other States against sanctioned posts during the last five years 2.4.5.1. Number of full time teachers from other states year-wise during the last five years Answer before DVV Verification: 	2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
37	31	31	28	27 | Answer After DVV Verification : | 2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
35	31	31	28	27	 Remark : The basic idea of the the Metric is to have a supporting document that provide the proof of the teachers from other state and countries and therefore domicile certificate and basis HSC/degree certificates are requested. The highest degree does not serve the purpose
2.6.3	Average pass percentage of Students 2.6.3.1. Total number of final year students who passed the examination conducted by Institution. Answer before DVV Verification : 358 Answer after DVV Verification: 362 2.6.3.2. Total number of final year students who appeared for the examination conducted by the institution Answer before DVV Verification : 360 Answer after DVV Verification: 365

	Remark : Revised based on HEI supporting document and clarification
3.4.4	Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years 3.4.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years Answer before DVV Verification: Answer After DVV Verification :
4.2.4	Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs) 4.2.4.1. Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs) Answer before DVV Verification: Answer After DVV Verification : Remark : Revised based on the supporting document attached
4.4.1	Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years 4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs) Answer before DVV Verification:

3.4.4.1 Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
45	51	41	32	30

3.4.4.1 Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
180	307	125	65	60

4.2.4.1 Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
21.4	33.57	24.64	7.35	0.83

4.2.4.1 Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
20.75	20.88	18.70	4.41	0.68

4.4.1.1 Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1264	1006	855	679	494

	Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
74.00	41.56	24.69	30.47	11.52

Remark : Revised as per supporting statement of accounts consider Repairs & Maintenance

6.2.3	Implementation of e-governance in areas of operation
	1. Planning and Development
	2. Administration
	3. Finance and Accounts
	4. Student Admission and Support
	5. Examination
	Answer before DVV Verification : A. All 5 of the above
	Answer After DVV Verification: A. All 5 of the above

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

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:

2017-18	2016-17	2015-16	2014-15	2013-14
14	11	6	3	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
5	4	0	1	0

Remark : Revised without counting repeated names

7.1.9	Differently abled (Divyangjan) Friendliness Resources available in the institution:
	1. Physical facilities
	2. Provision for lift
	3. Ramp / Rails
	4. Braille Software/facilities
	5. Rest Rooms
	6. Scribes for examination
	7. Special skill development for differently abled students
	8. Any other similar facility (Specify)
	Answer before DVV Verification : B. At least 6 of the above

Answer After DVV Verification: C. At least 4 of the above

Remark : Revised as per supporting documents

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations