



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**IAEER'S PUNE INSTITUTE OF BUSINESS  
MANAGEMENT**

**GAT NO 605/1, MUKAIWADI ROAD, PIRANGUT, PUNE, TAL-MULSHI, DIST**

**PUNE**

**412115**

**[www.pibm.in](http://www.pibm.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**June 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Pune Institute of Business Management (PIBM) was established in **Year 2012**, affiliated to **Savitribai Phule Pune University**. The major focus of the institution is to provide **competency-based learning and employability by providing industry exposure** and developing a rich culture for **research and development** for faculty and students.

Pune Institute of Business Management is one of the **top B-Schools in India as per National Institute Ranking Framework** where we aim to provide high-value business management education to develop educated and skilled **Management Graduates**. **PIBM is proud to have a strong association with 50+ Corporate Panellists and 250+ other Corporate Heads like CEOs, CFOs, Directors, Presidents, VPs, and Heads**, who continuously train our students. Every student of PIBM performs well in the industry as they are equipped with **Business Concepts and the right attitude, competencies, aptitude, communication skills, and personality**. The ever-growing number of companies visiting the campus for placements reinforces yearly.

### Vision

To become a leading business school to develop competent management professionals for managing and leading the organization.

### Mission

Our mission is to cater to our stakeholders through competency-based teaching, community outreach, research, and employability. We strive to enhance our students' success and organizational effectiveness through student mentoring, continuous curriculum development, and industry collaborations.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

PIBM has the below-mentioned Strengths such as;

- Strong academic and mentoring process with modern ERP: The institute follows a strong academic planning and administration process by using the LMS system as Classroomplus. The institute has robust mentoring process.
- Competency-based training: The institute focus on competency development of the students and makes them employable as per industry needs.
- Updated curriculum aligned with the current trend of the industry: In every 6 months the institute follows the robust review process to update the curriculum and evaluations for attaining the AOL.
- Strong Industry interaction and emphasis on entrepreneurship: The institute focus on conducting corporate sessions and corporate events for increasing the corporate academic interface and providing

the students a platform for getting mentored and guided by the corporates.

- Rigorous academic programmers in diverse areas: The institute focuses on the overall development of the students by offering them different programs in diverse areas.
- Unique SCPS pedagogy: The pedagogy follows an application-oriented approach to teaching and training students in professional courses and making them industry-ready.
- Academic reputation: The institute is among the top 125 institutions as per the NIRF ranking.
- Training into various competencies derived from industry needs: The institute trains its students on various competencies as per the industry's current trends such as; Fintech, Project Management, Dashboard making for PMS, Bloomberg, Financial Modelling, Sales forecasting, etc.
- Innovative and Experiential learning-based learning: By establishing an Industry Incubation Centre in the institute, PIBM provides exposure to the students and faculties for experiential learning and consulting projects.
- Focus on the overall development of students which includes physical and mental health development
- Student Diversity: PIBM maintains student diversity of the students in terms of male-female ratio, geographical diversity, and educational background diversity.
- Registered Alumni: The institute has a registered alumni association, which has 2500+ alumni registered.
- Industry Representation Centre: The institute focuses on practical teaching and training, to ensure the core value, the institute set up an IRC cell which builds the problem solving, critical thinking among students.

### **Institutional Weakness**

Below is the weakness that needs improvement:

- World Class Global Infrastructure
- Publication of Research Papers in FT 50
- Number of international students and faculty
- Publication of Case studies in Ivey and Harvard

### **Institutional Opportunity**

The opportunities are as;

- Leverage the present credibility of the institute and get the projects from the government
- Potential for enhanced fundraising from alumni and other well-wishers
- Potential to deliver online advanced education and development online content utilizing existing strengths
- Expand educational and research programs to address the needs of local industry (e.g. manufacturing, MSME, finance)
- International university tie-up to launch global-level educational programs

### **Institutional Challenge**

- Natural calamities or environmental issues

- Paucity of competent graduates who are skilled enough to pursue post-graduate programs

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

Pune Institute of Business Management is affiliated with **Savitribai Phule Pune University** and follows the prescribed curriculum. The institute does the **curriculum planning, evaluation planning, and implementation of the prescribed curriculum.**

The institute follows the **Program Outcome (PO) and Course Outcome (CO)** given by the university curriculum. The institute adds some **value-added courses and certifications** as per the feedback received by the review process, these certifications and value-added courses are not offered by the University.

The institute focuses on the attainment of **course objectives and graduate attributes** by fulfilling the **competencies and skill development** among students. The institute provides two internships such as ; **Winter Internship Program (WIP) and Summer Internship Program (SIP)**. Whereas university prescribe only Summer Internship Program for the students. The institute provides the live projects also to the students for developing competencies among students.

Curriculum enrichment is ensured by offering **proficiency-building modules** such as **Aptitude, Business Communication, Basics of MS Excel, Advanced Excel, Pawtoon, Bloomberg, and Dashboard Preparation.**

The learning outcome of the students is ensured by a continuous feedback mechanism in place of all four stakeholders such as; **Alumni, Students, Faculty, and Employers**. With the help of these stakeholder's continuous feedback, the institute has improved its **curriculum enrichment, delivery, competency development, and employability.**

### Teaching-learning and Evaluation

Student enrolment and admission process for MBA students (**Sanctioned seats 360**), is as per the norms of **Savitribai Phule Pune University**, taking into consideration the student's **academic qualification eligibility, scores in the entrance test, and CAP round**. The institute maintains the **faculty-student ratio at 1:15** in order to improve the overall learning experience of the students and offer mentoring support to every student. Each mentor gets 15 students and **they counsel them, handhold them and encourage them during this journey.**

Faculty specialized in that area of course benchmarks the course against renowned global B-schools and align with the industry requirement by interacting with **senior business leaders and academic experts**. Faculty prepares detailed course outlines which includes various **topics to be covered, associated cases studies, case lets, session plan, pedagogy, assessments plan, reference books, learning outcomes and their mapping with course outcomes (COs) and PEOs**. While designing the course curriculum, faculty aligns the course with the unique **Sector Company Product and Services (SCPS) approach followed at PIBM**. Based on this approach every topic of the course is planned with examples and case studies of various sectors, companies, products and services. **The COs developed for each subject in consideration with the PSO and PEOs.**

The institute meticulously follows all the examinations and syllabus-related reforms and timetables laid down by Savitribai Phule Pune University. The institute follows **the examination manual, code of conduct, and SOP prepared by the institute in alignment with University manuals and SOP**. The evaluation process is transparent and well-organized, with a Learning Management System. Various formative and summative assessment tools aiming at the multifaceted development of students are implemented regularly. **End-of-semester analysis of the Program Outcome (PO) achievement through Course Outcomes has also been adopted as an academic efficiency enhancement practice since AY 2017-18.**

### Research, Innovations and Extension

The institute's research progress has progressed in research projects and publications. The faculty publication of research papers in **Scopus-indexed journals** has been improved. Students also have published their research papers in **UGC and Scopus**. Faculty and students of PIBM have collaborated with foreign researchers and published research papers in **Scopus and ABDC B category Journals**. **Faculty members' research has improved to the ABDC A category as well.** Faculty and students have written various manuals and books which as published as well.

The institution has revamped its approach to faculty development and rewards, focusing on applied research that gets published in prestigious platforms like **Scopus-indexed and ABDC journals**. The institute has organized various faculty development programs on research methodology and writing high-impact research papers. The institute also ensures research projects during internships.

Furthermore, the institute has improved on **sponsored research projects, consultancy** which involves faculty members and students too. 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 to ensure quality of research**. The institute has subscribed to **Turnitin for ensuring the research ethics**. Also, the institute has robust resources such as **Scopus database, Euro-monitor passport, CEIC, Bloomberg, J-gate, EBSCO Harvard Simulations and CISIME simulations**. Also, the tool such as SPSS, Python and R are provided to students and faculty members.

To foster a spirit of innovation and protect intellectual creations, the institute houses an active **IPR cell**. This cell also oversees the **Institution Innovation Council**, established in accordance with Ministry of HRD guidelines, **which nurtures a startup culture and provides incubation support for new ventures and innovative ideas**.

The institute has organized **international conferences for last 6 years** on various thrust areas of the United national agenda.

### Infrastructure and Learning Resources

The physical infrastructure of the institute is developed to keep pace with the needs of internal stakeholders and enable efficient conduct of the educational programs. **The institute has 15 classrooms with one computer lab, 3 tutorials, one seminar hall with a capacity of 500 students, a recreational hall, and a Library cum reading room. Every classroom is equipped with audio-video facilities, CCTV, and smart boards.**

## Teaching and Learning System at PIBM:

- Language Lab
- IRC
- Industry Consultancy Projects and Live projects
- Industry visits and field studies
- Use of various assessment tools
- Use of various Business Tools
- Flipped Classroom
- IPR cell
- Hobby Development Sessions
- Management Games
- Recreational Hall

**Library:**

The institute has **well-structured and well-resourced physical as well as the digital repository in the library**. The details of resources available in the library in various functional areas of management are as follows:

Library Resources	
Type of resource	Availability
Hard Copy Volume	8039
E-books volume	25394
E-Books Title	10500
Hard Copy titles	1099 and more
Journals	30 and more
Library Management Software	1 SLIM 21
Seating Capacity	120
Multimedia PC	12

**IT Infrastructure:**

The institute has developed its IT infrastructure well, which has sufficient lab and computational facilities. The institute had an **IT lab, laptops/desktops for the students and faculties, high-speed wi-fi, and a LAN network. The institute has a Smart classroom with smart boards.** All classrooms are ICT-enabled with smart boards. The Internet Bandwidth is **500 MBPS.**

### **Learning Management System:**

The institute focus on the environmental sustainability by doing less printing and using more digital platforms. This is achieved by using the institute's own LMS and other software. There is other software that has been used by the institute for academic and administrative functioning as; **Tally ERP 9, WinRAR, Sequite Endpoint Security Antivirus, Library Management (SLIM), HRIS (People Work), Office 360, Biometric Attainment System ESSL, R, Python, Power BI, Tableau, Bloomberg, ERP, and other software.**

### **Student Support and Progression**

The institute offers support to all the students at various stages of the program to facilitate progression to employment and higher studies. The institute follows **the mentor-mentee program which ensures the student's continuous improvement in academic learning and competency development.** Faculty mentors offer mentoring support to the students for-

1. Improving domain understanding
2. Developing life skills such as data analysis, logical reasoning, research ability, and communication.
3. Guidance for appropriate specialization for the development of particular competencies.
4. Research and book writing: students write research papers as well as co-authors books with faculty members to improve problem-solving and critical thinking skills.
5. Post Placement support: The students get mentoring to be accustomed with challenging industry environments.
6. Life Skill Training: Students are trained in design thinking, data analytics, and working with AI and Machine learning.

**An internal counsellor is present in the institute to provide personal counselling to the students as and when required to ensure the total body and mind development of every student.**

Over the last years, the institute has adopted several learning practices such as **Profile training, JD-based training, industry research and field study, live projects, and weekly corporate interface to strengthen**

### **student's application ability.**

The institute has registered an Alumni Association to develop a sustainable relationship and network with our Alumni. The Alumni are involved in all institute development activities such as; **the Buddy program, Alumni interaction with new batches during BOP, Internship Opportunities, Placement opportunities, Member of BoG, and Academic Advisory Member.**

The students are entitled to apply for State scholarships and Freeships, which are granted by Savitribai Phule Pune University.

### **Governance, Leadership and Management**

The institution drives a collaborative approach to governance and management. **The Governing Body defines institutional strategy through a consultative process involving both internal stakeholders (like faculty and students) and external stakeholders (like industry partners and alumni).**

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

The governing body decides the future course of action as per the vision and mission of the institute. The governing body determines the future requirements of **infrastructure, land, budget, and various facilities required for institutional progress.** The governing body also suggests **new courses and programs as per the industry trends.** The governing body involves adhering to every stakeholder's well-being and institutional growth towards its vision. After approval of **the Governing Body, the academic process planning is mapped out by the Academic Advisory Council for the Academic Year,** and the Director ensures its implementation. Resource mobilization essentially involves income from student fees for the MBA program and various industrial research and consulting activities.

The budget is finalized for every academic year by consolidating departmental budgets and approved by the Governing Body and the Chairman. In addition, the institution ensures the participation of faculty and students in various committees and decision-making bodies that contribute 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, the institute has established an IQAC department.** In addition, **internal Audits are performed for various academic, administrative, and auxiliary functions to move toward continuous process improvement.**

### **Institutional Values and Best Practices**



As a socially aware and responsible institution, we have adopted several green practices, such as reduced paper consumption, **a plastic-free campus, use of solar energy and efficient waste management. 100% of the energy consumption for campus lighting needs has been successfully transferred to the use of LEDs.** The institute is using Solar energy for maximum energy consumption. In addition, the institution has worked towards developing and internalizing application-oriented learning and industry research with a high impact on the institution's culture. By aligning all learning efforts towards the 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 the 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 setting up their own business. Accordingly, the institute has set up the industry incubation centers for increasing application-oriented industry exposure of every student and made moves towards developing faculty in this direction

**PIBM strives to achieve 100% employability for the students and to develop them as a better**

**professional. The institute focuses on the overall development of the students holistically and**

**professionally.** The objective of this best practice is to ensure that any training activity that is

conducted at PIBM is aimed at –

- Overall development of the students with conceptual clarity and competency
- development in every student
- Achieving assessment of learning
- Facilitates the development of transferable life and functional skills in students

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

1. **"Continual improvement**
2. **"Holistic Student Development"**
3. **"Sustainable Growth"** is to teach students to focus on **People, Process, Planet and usage of advance technology.**
4. **"Transparency & Empowerment"**

The institute focuses on developing a research environment to develop the research competencies, critical thinking and problem-solving attitude among students to make them employable. Faculty members are **encouraged to conduct research to create and disseminate the knowledge to improve the quality of teaching and publications.** Furthermore, the faculties are encouraged to pursue higher education through research.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	IAEER'S PUNE INSTITUTE OF BUSINESS MANAGEMENT
Address	Gat No 605/1, Mukaiwadi Road, Pirangut, Pune, Tal-Mulshi, Dist Pune
City	PUNE
State	Maharashtra
Pin	412115
Website	<a href="http://www.pibm.in">www.pibm.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director(in-charge)	Rajasshrie Pillai	020-66575045	8411887070	020-67903122	pibmpune@pibm.in
IQAC / CIQA coordinator	Poornima Sehrawat	020-66575036	9971001639	020-67903122	poornima@pibm.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	Savitribai Phule Pune University	<a href="#">View Document</a>
Maharashtra	Savitribai Phule Pune University	No File Found

**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,DCL,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	<a href="#">View Document</a>	02-06-2023	12	Approval Received
AICTE	<a href="#">View Document</a>	02-06-2023	12	Approval Received
AICTE	<a href="#">View Document</a>	02-06-2023	12	Approval Received

**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	Gat No 605/1, Mukaiwadi Road, Pirangut, Pune, Tal-Mulshi, Dist Pune	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, FINTECH	24	Graduate	English	60	58
PG	MBA, Management, PROJECT MANAGEMENT	24	Graduate	English	60	25
PG	MBA, Management,	24	Graduate	English	180	180

### 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	3				7				20			
Recruited	0	0	0	0	1	0	0	1	4	3	0	7
Yet to Recruit	3				6				13			
Sanctioned by the Management/Society or Other Authorized Bodies	3				10				12			
Recruited	2	1	0	3	9	1	0	10	6	6	0	12
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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				64
Recruited	54	10	0	64
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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				9
Recruited	8	1	0	9
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/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	1	0	10	1	0	5	4	0	23
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	5	5	0	10
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	
	Others		Total	
	9		4	
	0		13	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	147	155	0	0	302
	Female	67	144	0	0	211
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	15	8	1	5
	Female	12	2	0	7
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	1	0	0	0
	Others	0	0	0	0
OBC	Male	21	9	1	4
	Female	13	6	1	4
	Others	0	0	0	0
General	Male	105	96	67	48
	Female	73	82	45	38
	Others	0	0	0	0
Others	Male	17	10	1	5
	Female	6	3	1	2
	Others	0	0	0	0
Total		263	216	117	113

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Pune Institute of Business Management follows the curriculum offered by Savitribai Phule Pune University as per NEP policy. The institute ensures the overall development of the students. To ensure overall development the institute focuses on providing multidisciplinary and interdisciplinary education to the students. The institute provides a platform for the students to choose subjects from different disciplines; if a student chooses marketing as a specialization can take analytics or operations subjects from another discipline. The institute focuses on developing different skills like problem-solving, critical thinking, research, and communication skills etc. The institute focuses on the multidisciplinary</p>
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	<p>approach through research projects. The institute offers access to multidisciplinary journals and books. PIBM has different clubs such as; the Entrepreneurship Club, Research and Innovation Club, Marketing Club, HR Club, Finance Club, Digital Marketing Club, Social Media Club, Creative Club, Swachh Bharat Club, and different committees like the Academic Committee, Administration Committee, Food and Mess Committee, Sports Committee, IQAC Committee, Media Committee, IRC Committee, and Placement Committee. The student gets the chance to choose and work for any of the clubs and get the opportunity to develop different skills by handling the club and committee work by themselves.</p>
2. Academic bank of credits (ABC):	<p>The institute has registered with the Academic Bank of Credits (ABC) and National Academic Depository (NAD) Digilocker through Savitribai Phule Pune University for implementation of the New Education Policy 2020. Onboarded with Academic Bank of Credits (ABC).</p>
3. Skill development:	<p>The institute is focusing on skill development by providing short- term courses on Fin-tech, Agri-Tech, Edu-Tech, and Insure- Tech. PIBM also focuses on skills development through delivering the courses with program outcomes and course outcome alignment. The institute offers extra certifications in Six Sigma, SAP, and MS Project. The institute uses databases and tools like; Blomberg, Pawtoon, R, Python, Euromonitor International, CEISM, Harvard Simulations, etc for skill development. The institute trains faculty members through senior industry professionals and renowned academicians on various topics related to teaching-learning, research, case study teaching, and academic administration. Every course is designed with a competency-based outcome. The institute focuses on providing skill-based education by developing communication skills, aptitude skills, logical reasoning skills, excel and advanced Excel, Python, analytical tools, problem solving skills by using simulations, critical thinking skills, and different specialization-based skills and competency development. The other minor programs are offered to the students for developing skills as per the market requirement. The students are provided the opportunity to develop global skills which will help them to make themselves globally employable.</p>

	<p>The main focus of the institute is to make the students multidisciplinary. The institute offers JD-based training to improve students as per industry requirements. The institute has an Industry Representation Cell to ensure the involvement of students and faculty members in research and live projects.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The institute focuses on the appropriate integration of the Indian Knowledge system. PIBM provides lectures in Sanskrit language for a basic understanding of the language. The students perform different cultural events at the institute and represents the different state's culture at the institute. The students also host and take part in different cultural events in the annual fest named GLORY. The students are encouraged to take part in social activities in nearby villages. PIBM focuses on the holistic development of the students. The students and faculty members get the opportunity to go for a visit to historical monuments to learn about the Indian Traditional Culture. The institute shares historical information on the forts, monuments, and cultural places with the students. Students and faculties are also encouraged to take part in cultural events of Maharashtra and provide support to Pandharpur Wari (Which is a Yatra to honor the god Vithoba). To inculcate the Sewa attitude among students and faculty members 2-3 visits per year are planned to Gurudrawa.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>PIBM focus on Outcome-based education and follows an OBE model which includes the development of program outcomes and course outcomes. The process of reviewing the courses is aligned with the program outcome and checked by external reviewers. Each course has a course outcome aligned with the topics planned for the subject. The evaluation plans are explained with course outcomes and aligned with program outcomes. PIBM follows the matrix of attainment of POCO through every course in each semester. PIBM follows the regular course review mechanism and course development on the basis of the feedback received from the reviewers. Every Program outcome defines a few competencies such as; Cross border business acumen, Anticipation and communication, Domain &amp; Application knowledge, Interpersonal skills, Critical thinking, Research oriented, Sustainability, Cultural sensitivity,</p>

	Social responsibility, Ethical oriented, Integrity, Positive attitude, Global Perceptive, Analytics skills, Data-driven decision making, Leadership skills, Analytics and business tools, Conceptual skills, Problem-solving, Strategic thinking, Technology oriented, Productivity tools.
6. Distance education/online education:	PIBM provides the option to the students to opt for online MOOC courses offered by NPTEL/SWAYAM. The students have to finish the courses and credits are transferred on the completion certificate. PIBM also provides the option to the students to finish the courses through Udemy, Google Analytics, LinkedIn, etc. The students are majorly motivated to take courses that add value to their specialization and resume.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral Literacy Club (ELC) has been set up at college.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Students Coordinator and Coordinating faculty members are appointed by college. ELC are functional
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The college creates awareness about electoral process and participation.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The college organizes sessions related to responsibilities and duties as citizen, democracy, people's participation and good governance
5. Extent of students above 18 years who are yet to be	Students enrolled in PIBM MBA programme are

enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

pursuing Post Graduate Program. The average age of students enrolled is around 24 years and enrolled as voters in their respective constituency.

## Extended Profile

### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
513	352	232	227	219
File Description		Document		
Upload Supporting Document		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

Response: 27

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
27	23	20	20	18

### 3 Institution

#### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
2504.08	1370.03	774.77	4010.44	2458.34

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

##### **Response:**

Over the past years, **PIBM's MBA program** has continually adapted its **curriculum planning and delivery** to meet industry demands and foster student development. Following **AICTE guidelines** and **Savitribai Phule Pune University's (SPPU) syllabus**, PIBM ensures a curriculum that's not only relevant but also effective in equipping students with the skills and knowledge necessary for success in the dynamic business landscape.

At the core of PIBM's curriculum development process is a **deep understanding of industry expectations and market trends**. **Regular interactions with industry leaders**, including **CEOs, CFOs, CHROs, and operations heads**, provide valuable insights that inform the design of a **competency-focused curriculum**. Faculty members are carefully assigned subjects based on their qualifications, industry experience, and feedback from students, ensuring a **diverse and enriching learning experience** that encompasses both **theoretical knowledge and practical skills**.

**Detailed course plans** are meticulously crafted, covering a wide range of topics and sub-topics, with **clear learning outcomes** delineated for each. These plans incorporate various **teaching methodologies**, including **case studies, pre-reading assignments, and interactive sessions**, to engage students and encourage active participation in the learning process. Moreover, **internal evaluations and assessments**, such as **individual presentations, class tests, group projects, and viva voce examinations**, are regularly conducted to monitor student progress and ensure mastery of key competencies.

Integral to the curriculum delivery process at PIBM is the integration of **practical experiences**. **Winter and summer internships**, as well as **live projects**, are seamlessly woven into the curriculum, providing students with invaluable **hands-on experience** and exposure to real-world business environments. These opportunities not only reinforce classroom learning but also help students develop **critical thinking, problem-solving, and decision-making skills** that are essential for success in their future careers.

In addition to traditional classroom settings, PIBM has embraced **digital technologies** to facilitate learning in the digital age. The institution has developed its own **Learning Management System (LMS)**, which provides students with easy access to **course materials, assignments, and resources**, fostering **intellectual engagement and collaboration**. Online platforms such as **Zoom** are also utilized for **virtual classrooms**, ensuring continuity in education and enabling **flexible learning options** for students.

**Continuous improvement** is a cornerstone of PIBM's curriculum delivery approach. Faculty members engage in ongoing **professional development activities** to stay abreast of emerging trends and best

practices in their respective fields. Moreover, the curriculum undergoes **regular review and refinement** by the **Academic Advisory Board**, comprised of visiting professors and industry experts, to ensure alignment with **industry standards and regulatory requirements**.

PIBM's MBA program offers a **comprehensive, dynamic, and industry-aligned curriculum** that is designed to prepare graduates for success in today's competitive business environment. By prioritizing **experiential learning**, fostering **critical thinking and problem-solving skills**, and embracing **digital technologies**, PIBM equips students with the tools and knowledge they need to thrive in their careers and make meaningful contributions to the business world.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 10

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc. Apart from the above:	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 1.2.2

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

**Response:** 74.66

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



2022-23	2021-22	2020-21	2019-20	2018-19
337	250	195	200	170

  

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1

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

#### Response:

In its commitment to holistic education, **PIBM has consistently integrated cross-cutting issues** such as **professional ethics, gender diversity, human values, and environmental sustainability** into its MBA program curriculum. These efforts aim to mold **socially responsible leaders** equipped with **ethical acumen** and **environmental consciousness**.

Over the years, PIBM has implemented various initiatives to foster a comprehensive understanding of these issues among its students. **Specialized modules on corporate governance, business ethics, and sustainability management** provide a robust foundation in professional ethics. Additionally, activities focused on gender diversity, including **awareness sessions and initiatives like Protsaahan**, recognize and appreciate contributions while promoting **gender sensitivity and safety**. The institute has grievance committee and Internal Complaint Committee to avoid any gender related issues.

**Environmental sustainability** is a key focus area, with PIBM actively engaging in initiatives like **tree-plantation drives, sanitation awareness programs, and efficient waste management**. The integration of **rainwater harvesting systems, sewage treatment plants, and solar energy utilization** reflects PIBM's dedication to responsible water management and reducing its carbon footprint.

Furthermore, PIBM places a strong emphasis on **cultural acceptance and personal well-being** through **yoga and meditation sessions**, fostering a harmonious environment that respects individual differences. The institution's **NGO committee** drives **CSR activities**, providing students with opportunities to contribute to **community development and social welfare**.

In alignment with these efforts, the curriculum incorporates **specialized modules on ethics, sustainability, and human rights**, ensuring students are well-equipped to navigate ethical challenges in the workplace. Additional **awareness sessions on road safety, cybersecurity, and inclusivity** further enhance students' knowledge and skills.

PIBM's commitment to holistic development extends beyond academia to **community engagement and**

**environmental stewardship.** By instilling values of **social responsibility, ethical leadership, and environmental consciousness**, PIBM ensures that its MBA graduates emerge as well-rounded professionals ready to make meaningful contributions to society and the business world.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 1.3.2

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

**Response:** 74.66

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

Response: 383

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

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

**Response:** C. Feedback collected and analysed

File Description	Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 90.94

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

2022-23	2021-22	2020-21	2019-20	2018-19
290	232	121	113	117

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

2022-23	2021-22	2020-21	2019-20	2018-19
300	300	120	120	120

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 37.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
85	38	5	27	25

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

2022-23	2021-22	2020-21	2019-20	2018-19
150	150	60	60	60

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

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 19

## 2.3 Teaching- Learning Process

### 2.3.1

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

**Response:**

**Innovative pedagogical methods** have been at the forefront of **PIBM's MBA program**, ensuring students receive a comprehensive and practical learning experience. The integration of **student-centric methodologies** like **experiential learning, participative learning, and problem-solving techniques** has been the foundation of the curriculum.

The establishment of the **Industry Representation Center** provides students with a platform to **apply theoretical knowledge in simulated industry settings**, facilitating a seamless transition into the professional realm. Through **industry consultancy projects, live projects, and field studies**, students engage in real-world problem-solving, enhancing **critical thinking skills** and gaining valuable insights across diverse domains.

A distinctive feature of PIBM's approach is the '**Comparative Business Information & Learning Triangle**,' which fosters a holistic understanding by starting sessions with an exploration of the '**Why, Where, and Purpose**' before delving into subject matter discussions. Furthermore, **JD-based training** aligns learning objectives with industry job descriptions, enabling students to develop practical and in-demand competencies tailored to the job market.

**Active engagement** is promoted through **case study discussions and role plays**, encouraging students to apply theoretical knowledge to practical scenarios and refine their problem-solving abilities. The students are trained practically using Harvard database and CESIM simulations. The **summer and winter internship programs** provide immersive learning experiences, allowing students to apply classroom learning in real-world settings and prepare for the challenges of their chosen domains.

**NPTEL courses** have been introduced to supplement traditional teaching methods, offering students additional resources for a deeper understanding and diverse perspectives.

PIBM's commitment to **student-centric methods** and **ICT-enabled tools** underscores its dedication to providing students with comprehensive and practical learning experiences in its MBA program. By integrating **experiential learning, participative learning, and problem-solving methodologies**, PIBM ensures that graduates are well-prepared to excel in their chosen fields and make meaningful contributions to the business world.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 93.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
33	25	20	20	18

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.4.2**

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

**Response:** 79.63

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	18	15	15	13

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>

**2.5 Evaluation Process and Reforms****2.5.1**

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

### **Response:**

Our MBA program, aligned with the standards of Savitribai Phule Pune University, consistently evolves its Continuous Internal Evaluation (CIE) processes to enhance knowledge dissemination, skill development, and concept mastery among students. This write-up outlines the key elements of our internal/external assessment mechanism, emphasizing its transparency, efficiency, and student-centric approach.

**1. Advanced Evaluation Schedule:** To maintain transparency and ensure timely completion of internal evaluations, an advanced weekly evaluation schedule is prepared. This schedule details the type of evaluation, topics to be assessed, and the corresponding weightage. Sharing this schedule with students at the beginning of each semester helps them prepare effectively and stay informed about upcoming assessments.

**2. Diverse Assessment Tools:** A variety of assessment tools are employed to provide a comprehensive evaluation of student performance. These include:

- **MCQ Tests and Quiz:** The institute takes the continuous MCQs and Quiz for capturing the Class Participation on regular basis which is the part internal evaluation.
- **Presentations and Viva Assessments:** Emphasizing verbal communication and articulation of domain knowledge, presentations, and Viva assessments have become key components of our evaluation strategy. These tools help develop students' communication skills, confidence, and clarity of content.
- **Class Tests and Assignments:** Traditional assessment methods like written tests and assignments are still used to gauge students' understanding and retention of theoretical concepts.
- **Case Study Discussions and Role Plays:** These methods encourage critical thinking and problem-solving by placing students in real-world scenarios.

**3. External Evaluators from Industry:** For significant assessments such as Summer Internship Program (SIP) and Winter Internship Program (WIP) presentations, as well as live project presentations, we invite senior management professionals from various industries to serve as external evaluators. Their feedback is invaluable in refining our training processes and enhancing student preparedness for the job market.

**4. Regular Evaluation Frequency:** To ensure systematic and continuous evaluation, a weekly or monthly evaluation plan is meticulously followed. This regularity helps in maintaining academic rigor and provides ongoing opportunities for students to demonstrate their learning progress.

**5. Transparent Result Communication:** Internal assessment results are formally communicated to students through notice boards, emails, and our ERP system (Classroom+). This transparency ensures that students are constantly aware of their performance and areas needing improvement.

**6. Detailed Feedback and Remedial Sessions:** Subject faculty and mentors conduct feedback sessions post-assessment, providing detailed insights into student performance. These sessions help identify topics that require additional focus and inform the need for remedial classes.

**7. Counseling for Slow Learners:** Following every assessment, performance details are shared with faculty mentors. This enables personalized counseling to address individual learning gaps and performance issues. Mentors work closely with students to develop tailored strategies for improvement, ensuring no student is left behind.

**8. Integration of Research Projects:** Research projects, including market, financial, industry, and desk research, are integrated into the internal assessment process. These projects foster a deeper understanding of theoretical concepts through practical application and encourage analytical thinking.

In conclusion, our internal/external assessment mechanism for the MBA program is designed to be transparent, efficient, and supportive of continuous student development. By combining diverse assessment tools, industry involvement, and personalized feedback, we ensure that our students are well-prepared for academic success and professional excellence.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

#### Response:

The institution has meticulously crafted Programme Outcomes (POs) and Course Outcomes (COs) for the MBA program, ensuring alignment with its Vision and Mission. Our objectives aim to develop holistic competencies in students, preparing them to excel in dynamic environments. This is reflected in our four Educational Programme Objectives (PEOs) and nine Program Outcomes (POs), alongside specific COs for each subject.

#### Communication and Display

We prioritize transparency by displaying the institution's Vision, Mission, PEOs, and POs on the college website, ensuring accessibility for all stakeholders. These objectives are regularly communicated to faculty and students, reinforcing their importance.

#### Regular Faculty Meetings

Regular meetings with faculty members are conducted to discuss and evaluate the progress of PEOs, POs, and COs. This fosters a collaborative environment, enhancing the effectiveness of our academic programs.

#### Student Orientation Sessions



Orientation sessions at the beginning of each semester explain the Programme Outcomes (POs) to students, providing clarity on expectations and aligning their efforts with program objectives.

### **Course Plan Booklets**

Subject teachers prepare detailed Course Plan booklets, including Course Outcomes (COs) and CO-PO mapping. These booklets guide students, showing the correlation between coursework and broader program objectives.

### **Engagement with Stakeholders**

The institution actively communicates Programme and Course Outcomes to stakeholders, including alumni, to obtain feedback for continuous improvement. This ensures our programs remain relevant and effective in meeting industry demands.

### **Adherence to SPPU Guidelines**

We adhere to Savitribai Phule Pune University (SPPU) guidelines, ensuring our Programme Outcomes (POs) and Course Outcomes (COs) meet university standards.

### **Application-Based Assessments**

Our assessment system emphasizes application-based questions, requiring students to apply their learning to real-world scenarios, enhancing critical thinking and problem-solving skills.

### **Diverse Assessment Tools**

We employ various assessment tools, including class tests, presentations, viva, assignments, projects, and quizzes. This ensures a comprehensive assessment of students' understanding and skills, catering to different learning styles.

### **Structured Evaluation Schedule**

A well-defined weekly and monthly evaluation plan ensures timely completion of internal assessments, maintaining consistency and rigor in the evaluation process.

### **Result Communication and Feedback**

Internal assessment results are shared with students through notice boards, emails, and the institution's ERP system (Classroom+). Detailed feedback sessions by subject faculty and mentors guide students in their learning journey.

### **Counseling and Remedial Sessions for Slow Learners**

Performance details are shared with faculty mentors who provide personalized counseling, addressing performance gaps and learning needs, and ensuring all students have the opportunity to succeed, the insitute also plan the remedial sessions for the slow learners.

In conclusion, the institution's approach to Programme Outcomes (POs) and Course Outcomes (COs) for the MBA program fosters excellence and continuous improvement. Through transparent communication, regular evaluation, and stakeholder engagement, we ensure our educational objectives are met, preparing students for success in their professional careers.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

### Response:

The institution has developed a comprehensive system for evaluating the attainment of Course Outcomes (COs) and Programme Outcomes (POs) for the MBA program. This process involves gathering data from multiple stakeholders and using this information to maximize the effectiveness of the curriculum. Here is a detailed overview of the methods used:

Attainment of Course Outcomes (COs)

- 1. Monthly Faculty Review:** Faculty members conduct monthly reviews to assess whether the planned course outcomes are being met. This helps in identifying any gaps early and allows for timely interventions.
- 2. Student Performance Analysis:** Students' performance in various assessments, including Summer Internship Program (SIP), Winter Internship Program (WIP), and dissertations, is closely monitored. This analysis helps in identifying which subjects are most beneficial when students apply their knowledge in real-world settings.
- 3. Internal Evaluation and Final Exam Results:** The results from internal evaluations and final exams are analyzed to determine which subjects need more focus. This post-result analysis ensures continuous improvement in teaching methodologies and course content.
- 4. Alumni Feedback:** Feedback from alumni provides insights into which subjects have been most useful in their professional lives. This feedback is crucial for understanding the long-term impact of the curriculum on graduates' careers.
- 5. Employer Feedback:** Input from employers helps in aligning the course content with industry needs. Corporate feedback ensures that the curriculum remains relevant and graduates possess the skills required by the job market.

**6. Trainer Feedback:** Professional and corporate trainers provide feedback on the subjects based on industry demands. This ensures that the training students receive is up-to-date and aligned with current job profiles.

#### Attainment of Programme Outcomes (POs)

1. **Analysis of Feedback:** The Director of the institute, along with senior faculty, analyzes feedback collected from students, alumni, employers, and trainers. This comprehensive analysis helps in understanding the effectiveness of the courses and identifying areas for improvement.
2. **PO Attainment Evaluation:** Once the CO attainment reports are generated, the next step is to evaluate the attainment of Programme Outcomes. This involves looking at the broader impact of the entire curriculum and how well it prepares students for their professional lives.
3. **Presentation to Governing Body:** The findings from the PO evaluation are presented to the Governing Body. This ensures that the highest levels of the institution are involved in the continuous improvement process. Decisions are made regarding curriculum adjustments, resource allocation, and other strategic initiatives based on this evaluation.

By integrating feedback from diverse sources and systematically analyzing performance data, the institution ensures that both Course Outcomes and Programme Outcomes are effectively attained. This comprehensive approach not only enhances the quality of education but also ensures that the curriculum remains dynamic and responsive to the evolving needs of students and the industry.

Overall, this rigorous evaluation process supports the institution's commitment to excellence in education and its mission to develop competencies that enable students to excel in a dynamic and competitive environment.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 2.6.3

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

**Response:** 93.41

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

2022-23	2021-22	2020-21	2019-20	2018-19
196	112	105	112	99

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

2022-23	2021-22	2020-21	2019-20	2018-19
223	120	109	114	102

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1

#### Online student satisfaction survey regarding teaching learning process

**Response:** 3.37

File Description	Document
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

In the pursuit of fostering innovation and knowledge transfer, our institution has embarked on a journey of continuous improvement and evolution over the past five years, with a steadfast commitment to nurturing an ecosystem conducive to creativity and application-oriented learning. Here's a compilation of the initiatives undertaken:

- 1. Entrepreneurship Cell (2013):** The establishment of the Entrepreneurship Cell marked a significant milestone, providing students with a comprehensive platform to develop essential skills such as business acumen, team dynamics, and operational excellence. Through experiential learning opportunities, students are equipped with the requisite competencies to thrive in dynamic business environments.
- 2. Innovative Learning Materials:** Faculty-led initiatives to develop domain-specific learning materials and training manuals have revolutionized the learning experience for students. By incorporating contemporary case studies, research findings, and an Indian context, these materials

facilitate a deeper understanding and application of concepts, enhancing student engagement and academic performance. The institute provides the data bases such as; SCOPUS, Euromonitor, and CMIE database.

3. **Institution Innovation Council (2018):** In collaboration with the MHRD Innovation Cell, the Institution Innovation Council has been instrumental in fostering an entrepreneurial mindset among students. By providing a platform for ideation, incubation, and mentorship, this initiative encourages students to think innovatively and venture beyond conventional boundaries, thereby nurturing a culture of innovation and creativity.
4. **Revamped Industry Incubation Centre:** The Industry Incubation Centre has undergone significant enhancements to serve as a vibrant hub for collaboration between faculty, students, and industry partners. By providing resources, mentorship, and networking opportunities, the incubation centre empowers aspiring entrepreneurs to translate ideas into viable business ventures, driving economic growth and innovation.
5. **Centre for Management of Urban Areas (CMUA) Initiatives:** Projects undertaken by the Centre for Management of Urban Areas now focus on addressing socio-economic challenges through innovative scientific solutions. By leveraging interdisciplinary expertise and engaging with local communities, these initiatives seek to create tangible impacts, fostering sustainable urban development and societal well-being.
6. **New Product-based Value Chain Research (NPCCR):** The NPCCR initiative plays a pivotal role in fostering innovation and research-driven insights among students and faculty members. By exploring emerging trends, identifying market opportunities, and developing novel business perspectives, NPCCR contributes to the creation of valuable monographs and research papers, enriching the academic discourse and informing policy decisions.
7. **Strategic Global Partnerships:** Our institution has actively pursued strategic partnerships with global institutions to broaden horizons and facilitate cross-cultural exchange. Through collaborative research projects, student exchange programs, and joint initiatives, these partnerships aim to enrich the innovation ecosystem, foster international collaboration, and empower students to become global citizens.
8. **Centre for Advanced Technology in Business:** The institute has established centre for advanced technology for business to study the influence of advance technology on Business at society at large. Under this centre the faculty members have conducted extensive research and PhD in the area of advanced technology in research. The institute also conducted international conference on technology adoption in different segment of business.

In conclusion, our institution's unwavering commitment to fostering innovation and knowledge transfer is evident through these initiatives. By nurturing an environment that values creativity, collaboration, and application-oriented learning, we strive to empower students and faculty to address complex challenges, drive economic growth, and create positive societal impact in the years to come.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**3.2.2**

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

**Response:** 40

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	8	5	10	11

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**3.3 Research Publications and Awards****3.3.1**

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

**Response:** 3

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	18	26	12	5

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 3.3.2

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

**Response:** 0.56

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	00	00	00	00

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>

## 3.4 Extension Activities

### 3.4.1

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

**Response:**

Over the last five years, the institution has actively engaged in extension activities aimed at sensitizing students to social issues and fostering their holistic development. Here's a compilation of the extension activities undertaken each year, along with their outcomes:

**Swachh Bharat Campaign:** The institution organized a campaign to promote cleanliness and hygiene awareness among students and the local community. This initiative emphasized the importance of maintaining a clean environment and instilled values of civic responsibility.



**Blood Donation Drives:** Regular blood donation camps were organized on campus, encouraging students, faculty, and staff to contribute to the noble cause of saving lives. These drives helped raise awareness about the importance of blood donation and its impact on society.

**Train India Campaign:** As part of the Train India Campaign, the institution collaborated with local schools to provide educational support to underprivileged children. Students and faculty members volunteered to teach subjects like Word and Excel, empowering students with valuable skills.

**Mamta Foundation Visit:** A visit to the Mamta Foundation was organized to raise awareness about AIDS and debunk common misconceptions surrounding the disease. This initiative aimed to promote empathy and understanding towards individuals affected by HIV/AIDS.

**Protsaahan:** The institution recognized and rewarded the efforts of frontline workers, such as police constables, through the Protsaahan initiative. This gesture of appreciation highlighted the importance of acknowledging the contributions of essential workers.

**Tree Plantation Drives:** Students actively participated in tree plantation drives, contributing to environmental sustainability and combating climate change. These initiatives aimed to instill a sense of environmental responsibility among students.

**Unnat Bharat Activities:** The institution engaged in various community development projects under the Unnat Bharat program. Activities included distributing food to economically backward individuals, providing educational support to rural schools, and organizing healthcare camps for underserved communities.

**Covid Care Support:** During the COVID-19 pandemic, the institution provided support to local communities by arranging essential resources such as oxygen cylinders for Covid Care Centers. This initiative demonstrated the institution's commitment to serving society during times of crisis.

**Expanded Outreach:** In addition to ongoing activities, the institution expanded its outreach by participating in initiatives such as Swachh Bharat Abhiyan at Diveagar Beach, food distribution during the Palkhi Festival, and educational meets for youth empowerment.

**Community Engagement:** The institution actively engaged with the local community through various initiatives, including visits to shelter homes, seva at Gurudwaras, and counseling sessions for students. These activities aimed to address diverse social issues and promote personal development among students.

**CSR Club: Samarpan:** The institute has dedicated CSR Club where students and faculties conduct CSR activities for societal and environmental development.

Overall, these extension activities have played a significant role in sensitizing students to social issues, fostering empathy, and promoting holistic development. By actively engaging with the community, the institution has made a positive impact and contributed to building a more inclusive and compassionate society.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.4.2

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

##### Response:

Pune Institute of Business Management (PIBM) has been dedicated to fostering **community development** and **social welfare** through various **extension activities** in the surrounding localities. Their consistent efforts have been recognized by several prestigious awards and letters of appreciation from government bodies, educational institutions, and social organizations.

PIBM's commitment to the **Swachh Bharat Abhiyan** has earned them notable accolades. The institute received a **Recognition Letter** from the **Sarpanch of Bhukum Village Gram Panchayat, Taluka Mulshi, District Pune**. This acknowledgment highlights PIBM's active participation in maintaining **cleanliness** and promoting **hygiene** in the village. Similarly, the **Principal of Pirangut English School**, also located in Taluka Mulshi, District Pune, recognized PIBM's contributions to the Swachh Bharat Abhiyan. These recognitions underscore the institute's dedication to supporting **national cleanliness initiatives** and improving living conditions in nearby areas.

In addition to their environmental efforts, PIBM has been honored with the **Indian CSR Awards for Empowering Social Welfare**. This award celebrates the institute's broader **social initiatives** aimed at uplifting underprivileged communities, providing **educational support**, and facilitating **economic development**. Their comprehensive approach to **social responsibility** showcases PIBM's holistic vision for **societal growth and empowerment**.

PIBM's dedication to **health and wellness** is evident through their organization of **blood donation camps**. Partnering with various agencies, PIBM has received several awards for their successful blood donation drives. These camps not only address the critical need for **blood supplies** but also raise awareness about the importance of regular blood donations, thereby saving numerous lives.

The **Rotary Club** has also recognized PIBM for its extensive **social activities**. The **Rotary Club Award for Social Activities** is a testament to the institute's continuous efforts in various **community service projects**. These initiatives include **educational workshops**, **health camps**, and support for local artisans and farmers, reflecting PIBM's commitment to creating a **sustainable and supportive community environment**.

Through these diverse extension activities, PIBM has significantly impacted the nearby localities. Their recognition from multiple esteemed bodies highlights the institute's unwavering commitment to **social responsibility**, **community engagement**, and **holistic development**. PIBM's efforts serve as an inspiring model for other educational institutions, demonstrating how academia can play a pivotal role in societal advancement.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**3.4.3**

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

**Response: 24**

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

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

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

**3.5 Collaboration****3.5.1**

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

**Response: 54**

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

#### Response:

PIBM is committed to providing a holistic environment for the overall growth of students, emphasizing both academic excellence and physical fitness. The institution boasts a comprehensive range of facilities that support teaching, learning, cultural activities, and sports.

**Classrooms:** PIBM features 15 advanced IFT Panel Display Smart classrooms, each accommodating 60 students. These classrooms are equipped with overhead projectors, audio-video systems, CCTV cameras, whiteboards, and podiums, ensuring an interactive and effective learning experience.

**Seminar Hall:** The institution has a spacious seminar hall with a seating capacity of 120 students. This hall is equipped with projectors, AV systems, and CCTV cameras, providing an ideal space for impactful presentations and discussions.

**Library:** PIBM's library is a knowledge hub, featuring a media center with real-time updates on book availability. The library includes a reading room for 60 students, offering a quiet and conducive environment for study.

**Computer Room:** The computer room at PIBM houses over 120 functional computers, including a Bloomberg terminal, ensuring students have access to the latest technology and resources for their academic and research activities.

**Auditorium:** The auditorium, with a seating capacity of over 500, is equipped with high-definition surround sound, advanced LED wall display systems (each 8 ft x 10 ft), CCTV surveillance, and an efficient air conditioning system. This venue is ideal for large events, seminars, and conferences and also serves as a space for yoga and aerobic sessions led by a professional trainer.

**Smart Classrooms:** PIBM has invested in interactive smart flat display panel systems, specifically 75" IFT Panel Displays, to enhance the learning experience. These smart classrooms integrate digital technology with traditional classroom features, providing a modern and interactive environment.

**Lecture Capturing Facility:** To ensure students do not miss important lectures, PIBM has invested in five high-resolution digital video cameras for recording lectures and a DSLR camera for capturing high-quality images of seminars and events.

**Tutorial Rooms:** Two tutorial rooms, each accommodating 30 students, are dedicated to remedial sessions, special tutorial sessions, and mentoring, providing a personalized and focused learning environment.

**Digital Notice Board:** LED monitors are strategically placed in academic blocks to serve as digital notice boards, facilitating seamless communication among students and faculty.

**Outdoor Sports Facilities:** PIBM has extensive outdoor sports facilities, including a cricket ground, football ground, badminton court, and volleyball court, providing ample opportunities for physical activities and team sports.

**Indoor Sports Facilities:** The indoor sports facility room is well-equipped with 3 Table Tennis tables, 2 Carrom boards, and 4 Chess boards, catering to a variety of interests and promoting mental agility and strategic thinking.

**Gymnasium:** The gymnasium is furnished with thick but soft carpets and a range of equipment including 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. A professional trainer guides students in using the equipment safely and effectively.

**Music Room:** To encourage creativity and cultural pursuits, PIBM provides a well-equipped music room with 6 Bass Guitars, 2 Electric Guitars, 1 Drum set, 2 Amplifiers, 1 Congo, 1 Guitar stand, and 2 Microphones. This facility supports students in pursuing their musical hobbies and developing their creative skills.

These facilities reflect PIBM's commitment to providing a comprehensive and conducive learning environment, ensuring that students are well-equipped for academic excellence, physical fitness, and holistic development.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.1.2

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

**Response:** 32.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
337.28	115.44	38.71	2462.63	701.39

  

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### Response:

### Integrated Library Management System (ILMS) and Digital Facilities at PIBM

The library at PIBM is a cornerstone of academic support, equipped with state-of-the-art Integrated Library Management System (ILMS) and a comprehensive range of digital facilities, ensuring optimal use by both faculty and students. Over the past five years, the institution has made significant investments in library automation, e-resources, and user-friendly services, fostering an environment of efficient learning and research.

#### Library Automation with ILMS

PIBM has implemented the SLIM (Software for Library and Information Management) for full automation of its library processes. This system includes cataloguing, circulation, acquisition, serial control, web OPAC (Online Public Access Catalog), and automated message generation. The system streamlines various manual tasks, enhancing the efficiency of library operations. The version 3.8.0.31137 of SLIM has been in use since 2016, with regular updates and maintenance ensured through an Annual Maintenance Contract (AMC). Additionally, KOHA, an open-source software, is utilized primarily for managing e-books, while DellNet supports the management of e-resources.

#### Digital Resources and Subscriptions

PIBM subscribes to a wide array of e-resources, ensuring that students and faculty have access to the latest information and research materials. The subscriptions include:

1. **E-Journals:** Subscribed through various databases and DELNET, providing extensive coverage of academic and industry-specific journals.
2. **E-ShodhSindhu:** Access to a consortium of Indian electronic journals, contributing to a rich repository of national academic resources.
3. **Shodhganga Membership:** Facilitating access to a vast collection of Indian theses and dissertations, supporting higher education research.
4. **E-Books:** A significant collection of e-books is available through EBSCO, allowing users to access a variety of academic texts digitally.
5. **Databases:** The library subscribes to several prominent databases including EBSCO, JGATE, DELNET, Euromonitor, CMIE, and Bloomberg, ensuring comprehensive coverage of various fields.
6. **Remote Access:** Enabled for JGATE, EBSCO, and DELNET, allowing users to access resources from anywhere, ensuring uninterrupted learning and research activities.

### Expenditure on Library Resources

In the academic year 2022-23, PIBM invested significantly in both physical and digital resources to enhance the library's offerings:

- **Books (Hard Copy):** 8039
- **National Journals (Hard Copy):** 6
- **Book Title (Hard Copy):** 1099
- **E-Books (EBSCO):** 25394
- **EBSCO, JGATE, DELNET, EUROMONITOR, CMIE, BLOOMBERG, Remote Access for JGATE and EBSCO:** INR 3,683,651

This substantial investment underscores the institution's commitment to providing a rich and varied collection of learning materials.

### Optimal Usage by Faculty and Students

The library at PIBM is actively utilized by both students and faculty members. The facilities are designed to support a wide range of academic activities:

- **Reading Room:** A well-equipped space with seating for 60 students, promoting a conducive environment for focused study.
- **Computer Room:** Equipped with over 120 functional computers, including a Bloomberg terminal, to support research and learning.
- **Media Center:** Provides real-time updates on book availability, facilitating easy access to resources.
- **Lecture Capturing Facility:** High-resolution digital video cameras and a DSLR camera for recording lectures and events, ensuring that students have access to a repository of academic sessions for future reference.
- **Digital Notice Board:** LED monitors placed in academic blocks serve as digital notice boards, ensuring effective communication of library updates and announcements.

In conclusion, PIBM's library, with its automated systems and extensive digital resources, plays a crucial role in the academic life of its students and faculty. The continual investment in library infrastructure and



resources reflects the institution's dedication to fostering a robust learning and research environment.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 4.3 IT Infrastructure

### 4.3.1

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

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

#### Response:

Pune Institute of Business Management (PIBM) boasts a robust IT infrastructure designed to support seamless daily operations, facilitate advanced learning, and ensure efficient administrative processes. Our IT facilities and policy guidelines are formulated to prioritize operational flexibility, maintenance efficiency, and legal compliance, thereby maximizing the benefits derived from our hardware and software assets.

#### IT Facilities Overview:

##### 1. IT Equipment and Maintenance:

- **Desktops & Laptops:** Maintained by an experienced in-house IT team, ensuring optimal performance.
- **CCTV Setup, UPS, EPBAX:** Regular maintenance is carried out through Annual Maintenance Contracts (AMC) to keep these essential systems operational.
- **Other Equipment:** Firewall, Wi-Fi controller devices, and other critical infrastructure undergo annual renewals and maintenance checks to ensure continuous, trouble-free usage.

##### 2. Annual Maintenance Contracts (AMC):

- **Preventive Maintenance:** AMCs are established with vendors who provide swift service responses and conduct preventive maintenance every six months. This includes thorough checks and maintenance of computers to ensure flawless connections and performance.
- **Replacement and Disposal:** Policies are in place to manage the replacement and disposal of outdated equipment, ensuring our infrastructure remains up-to-date.

### **3. Maintenance Check and Audit of Assets:**

- **Frequency:** IT department conducts maintenance checks and asset audits every six months.
- **Calibration:** Regular calibration and checks are performed to verify the proper functioning of devices, cables, LAN connectivity, Wi-Fi devices, system cleanliness, and file defragmentation.

### **4. Dead Stock Register:**

- **Record Keeping:** The IT department maintains a dead stock register, which includes detailed descriptions, coding, and check dates for each unit. This ensures meticulous tracking and accountability of all IT assets.

### **5. Hardware Stock Maintenance Process:**

- **Audits:** Quarterly audits of hardware stock, including Wi-Fi devices, are conducted to ensure all equipment is in working order.
- **Monthly Reviews:** The maintenance process is reviewed on a monthly basis to address any emerging issues promptly and keep the infrastructure in prime condition.

## **Internet and Bandwidth Management:**

### **1. High-Speed Internet:**

- PIBM has continually updated its internet bandwidth to support high-speed connectivity throughout the campus. This ensures that students, faculty, and administrative staff have reliable access to online resources and digital tools essential for modern education and operations.

### **2. Wi-Fi Connectivity:**

- The campus is equipped with high-performance Wi-Fi devices strategically placed to provide seamless connectivity in classrooms, libraries, hostels, and common areas. This widespread Wi-Fi availability supports a collaborative and dynamic learning environment.

### **3. Bandwidth Allocation:**

- Bandwidth is managed and allocated to ensure that critical academic and administrative applications receive priority. This includes real-time access to digital learning platforms, research databases, and online assessment tools.

## **Upgradation Initiatives:**

**1. Recent Upgrades:**

- In the past five years, significant investments have been made to upgrade both hardware and software components. This includes enhancing server capabilities, expanding storage solutions, and integrating advanced security measures to protect data integrity and privacy.

**2. Future Plans:**

- PIBM is committed to continuous improvement. Plans are in place for further upgrades to support emerging technologies such as AI and machine learning tools, augmented reality applications, and other innovations that enhance the learning experience.

**Conclusion:**

PIBM's comprehensive IT infrastructure and meticulous maintenance policies underscore our commitment to providing a technologically advanced and supportive educational environment. By continually updating our IT facilities and ensuring sufficient internet bandwidth, we empower our students and faculty with the tools they need to excel in a rapidly evolving digital world

File Description	Document
Upload Additional information	<a href="#">View Document</a>

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

**Response:** 3.8

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

Response: 135

File Description	Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**4.4 Maintenance of Campus Infrastructure**

**4.4.1**

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

**Response:** 3.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
118.55	101.76	22.15	53.57	62.18

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 29.49

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

2022-23	2021-22	2020-21	2019-20	2018-19
156	126	53	82	38

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

#### 5.1.2

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

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

**Response:** D. 1 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**5.1.3**

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

**Response:** 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

**5.1.4**

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

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

**Response:** C. 2 of the above

File Description	Document
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

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

**Response:** 97.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
190	110	100	110	97

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

2022-23	2021-22	2020-21	2019-20	2018-19
196	112	105	112	99

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.2.2

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

**Response:** 0

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

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

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

### 5.3.1

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

**Response:** 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**



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

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.3.2

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

**Response:** 25.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	28	30	25	20

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

The Alumni Association of Pune Institute of Business Management (PIBM), formally registered in 2019, has been instrumental in significantly contributing to the development of the institution. Despite the formal registration occurring in 2019, PIBM has benefited from non-financial support from its alumni since the first graduating batch in 2010. This support has been categorized into three main areas: Academic Support, Placement Support, and Institutional Branding and Development.

## **Academic Support**

Alumni play a crucial role in the academic enhancement of PIBM. Regular visits to the campus by alumni foster an environment of continuous learning and development. They willingly interact with current students, sharing industry insights and experiences. Alumni participate in internal evaluations, such as presentations for Winter Internship Projects (WIP), Summer Internship Projects (SIP), and live projects. Their involvement provides students with practical feedback and guidance, bridging the gap between theoretical knowledge and industry practices. The Alumnis are involved in curriculum review and board of governing council for institutional development.

## **Placement Support**

One of the significant contributions of the alumni is in the area of placements. Alumni leverage their positions within various organizations to secure opportunities for their juniors. This includes Winter Internships, Summer Internships, Live Projects, and Final Placements. By facilitating these opportunities, alumni help in establishing and maintaining strong relationships between PIBM and the corporate world, thus enhancing the employability of current students.

## **Institutional Branding and Development**

Alumni act as brand ambassadors for PIBM. When they represent their organizations at various national and international events, they indirectly promote the institute. This not only enhances the institution's visibility but also its reputation in the global market. Alumni hosting or participating in significant events helps PIBM in spreading its name beyond regional borders, contributing to the overall brand image of the institute.

## **Key Activities of the Alumni Association**

### **Alumni Meet**

PIBM organizes an annual Alumni Meet, inviting alumni from all batches. This grand function, attended by a large crowd including international alumni, features a series of events such as discussions and interactive sessions. It serves as a platform for networking and reconnecting with the alma mater.

### **Alumni Interactive Sessions**

The institution holds interactive sessions with senior alumni from various disciplines. These sessions cover important topics like career guidance and the scope of different fields. Alumni share their industry experiences, offering valuable insights to current students about career opportunities and industry trends.

### **Career Mentorship**

Alumni support current students by mentoring them on career opportunities in the industry. They provide expertise through guest lectures, serve as advisors in committees, and assist with course and career advice. This mentorship is crucial in preparing students for the job market and helping them navigate their career paths effectively.

### **Assistance in Placements**

Alumni significantly contribute to the placement process by helping with Summer Internship Projects, Winter Internship Projects, Live Projects, and Final Placements. Their involvement ensures that students receive practical exposure and opportunities to work in reputed organizations.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### Response:

Pune Institute of Business Management (PIBM) aims to skill the youth of Asia and the world, making them employable to either join companies or start their own, thereby creating more jobs. PIBM seeks to achieve global recognition through innovative and unconventional methods, producing a skilled workforce with values, dynamism, and entrepreneurial skills. The institution's vision is to become a hallmark of professional excellence by adopting a holistic approach to learning. PIBM's mission is to become the finest management education institute, emphasizing both personal and academic development, creating role models, and developing action-oriented leaders.

#### Governance Approach

PIBM follows a scientific leadership and democratic governance approach, involving all internal and external stakeholders in the decision-making process. Feedback from stakeholders, including faculties, department heads, corporate panel members, and the advisory board, is considered during board of governing council meetings. The advisory board plays a critical role in facilitating decisions regarding academic and non-academic processes. The institute has Academic Advisory Committee (AAC) and Board of Governing Counseling (BOG) for the systematic governance at the institute.

The decision-making process at PIBM follows a bottom-up approach, incorporating ground-level staff suggestions. Departments operate cohesively, making their own decisions for day-to-day operations. PIBM committees, each including at least one faculty member, ensure smooth and consistent operational processes.

#### Sustained Institutional Growth and NEP Implementation

PIBM's commitment to fostering employability prompted rigorous collaboration with recruiters and corporate panellists in curriculum design, delivery, and evaluation. Feedback revealed a gap in preparing students for middle management roles, leading to a strategic shift in the institution's approach.

The institute ensured industry-institute collaboration for academic reviews, student evaluation, consulting and research projects. Institute provides opportunities for students for multidisciplinary and flexible education, which include transition of students across courses as per their interest.

To ensure the multidisciplinary higher education the institute provides the choice of different specializations such as; a Marketing students can opt for analytics or operations subjects.

## Achievements and Institutional Practices

PIBM's achievements in recent years include:

1. **Talent Identification and Management:** A strategic shift aligned with industry needs, improving the talent identification process.
2. **Employment-Focused Skills:** Development of sector-specific skills through specialized elective modules.
3. **Strong Industry-Academic Connect:** Robust connections fostered through sector experts, enhancing the practical relevance of the curriculum.
4. **Application-Based Content:** Delivery of practical, application-oriented content in elective modules.
5. **Faculty Development:** Equipping faculty with application-oriented teaching methodologies to better prepare students for real-world challenges.
6. **Improved Placement Performance:** Notable improvement in placements, with students securing managerial roles.
7. **Enhanced Placement Packages:** Sustained improvement in placement packages for successive batches.

These achievements reflect PIBM's commitment to producing professionals of exceptional caliber, ensuring graduates are well-prepared for the dynamic demands of the industry.

## Decentralization and Participation

PIBM emphasizes decentralization and participatory governance. Faculties, students, and other stakeholders actively participate in governance through various committees and feedback mechanisms. This inclusive approach ensures that decisions are well-informed and representative of the diverse needs of the institution's community.

PIBM's governance and leadership practices are deeply rooted in its vision and mission, fostering a collaborative and inclusive environment. The institution's sustained growth, alignment with industry needs, and commitment to producing skilled professionals are testament to its effective governance and strategic planning.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

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

**Response:**

Over the past five years, Pune Institute of Business Management (PIBM) has demonstrated a robust and dynamic approach to implementing its institutional perspective plan, ensuring the effective functioning of its MBA program's bodies through comprehensive policies, an efficient administrative setup, and transparent service rules and procedures. The institution has focused on various key areas to achieve these goals, including research and development, examination and evaluation, teaching and learning, curriculum development, and industry interaction.

**Research and Development****1. Application Oriented Research Development:**

- Introduced for both students and faculty to enhance research ability and problem-solving skills.
- Emphasis on quality research by faculty and students.
- Incentivized quality research publications.

**2. Measures to Achieve Research Goals:**

- Publishing in Scopus indexed journals.
- Establishment of the Center for Management of Urban Areas (CMUA).
- Industry-sponsored research and new product market development projects.
- Industry Incubation Centers and international conferences.

**Examination and Evaluation****1. Compliance:**

- Follows examination and syllabus reforms by Savitribai Phule Pune University for MBA.
- Transparent and organized evaluation process, partly automated for efficiency.

**2. Assessment Tools:**

- Formative and summative assessments for multifaceted student development.
- End of semester analysis of Program Objectives (PO) and Course Outcomes since AY 2017-18.
- Internal evaluations based on competencies (presentations, tests, viva, etc.).

**Teaching and Learning****1. Innovative Practices:**

- Profile-based training, industry research, live projects, and weekly corporate interfaces.
- Application-oriented teaching pedagogy since October 2018.

**2. Teaching Methods:**

- Mock activities, simulations, case studies, and customized content for experiential learning.
- Use of SCPS training pedagogy, peer learning, industry representation, and online courses.

**Curriculum Development****1. Need-Based Curriculum:**

- Developed for the PGDM course focusing on employment-centric training.

- Regular interaction with industry leaders to keep the curriculum competency-focused.

## **2. Approval Process:**

- Reviewed by the Academic Advisory Council.
- Implemented changes approved in the Governing Body Meeting.

## **Library, ICT, and Physical Infrastructure**

### **1. Library Resources:**

- Access to online databases like JGate, Ebesco, AceAnalyser, Bloomberg Terminal.
- Membership in NDL and DELNET for additional resources.

### **2. IT Infrastructure:**

- IT lab, personal laptops for students, high-speed internet, and ICT-enabled classrooms.

### **3. Physical Infrastructure:**

- 21 classrooms, 1 auditorium, sports facilities, IT lab, library, and special facilities for PWD.

## **Human Resource Management**

### **1. Quality Improvement Program:**

- Review and enhancement of HR policies.
- Staff welfare measures including insurance and group medi claim policies.
- Employee engagement activities and faculty development programs.

## **Industry Interaction and Collaboration**

### **1. Industry Interface:**

- Weekly corporate interactions, live projects, internships, and corporate mentorship.
- Industry Incubation Centers for research projects and consulting.

### **2. Corporate Network:**

- Engagement with senior management professionals for live projects and training.
- Establishment of Industry Representation centers and the CMUA for urban management research.

## **Admission of Students**

### **1. Admission Strategies:**

- MBA admissions as per university norms, PGDM admissions based on merit and entrance test scores.
- Maintaining a faculty-student ratio of 1:15 for better learning and mentoring.

## **Strategic Shift and Achievements**

### **1. Sector-Specific Training:**

- Identification of key sectors and development of specialization elective modules.
- Appointment of Domain Training Managers and corporate experts for training.

### **2. Outcomes:**

- Improved placement performance and increased placement packages.
- Development of employment-focused skills and strong industry-academic connections.

File Description	Document
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**6.2.2**

*Institution implements e-governance in its operations*

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

**Response:** C. 2 of the above

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

**6.3 Faculty Empowerment Strategies****6.3.1**

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

**Response:**

**Welfare Measures and Performance Appraisal at PIBM MBA Program:**

Over the past five years, the PIBM MBA Program has consistently prioritized the welfare and professional development of its teaching and non-teaching staff. From subsidized meal facilities to



accommodation options and comprehensive healthcare coverage, the program has strived to create a supportive and engaging work environment.

**Welfare Schemes for Staff:** The program has implemented an array of welfare schemes, including subsidized meals and accommodation for both teaching and non-teaching staff. Additionally, free transport facilities and subsidized higher education programs for employees' children have been provided, fostering a conducive work-life balance. Employee engagement activities, such as birthday celebrations and anniversary recognition, further contribute to a positive work culture.

**Financial Assistance and Healthcare Benefits:** Provisions for emergency financial assistance, gymnasium facilities, and group medical insurance demonstrate the program's commitment to the well-being of its staff. Moreover, paid leaves for research purposes and specialized camps, such as meditation and medical check-ups, underline a holistic approach to employee welfare.

**COVID-19 Response:** During the unprecedented challenges posed by the COVID-19 pandemic, the program extended its support to employees and their families. Measures included full and timely salary payments, work-from-home facilities, and medical assistance for affected staff and their dependents. Furthermore, monetary aid was provided to children orphaned during the pandemic, showcasing the program's compassionate approach during times of crisis.

**Performance Appraisal System:** A robust performance appraisal system has been in place for both teaching and non-teaching staff, conducted annually. This system emphasizes defining clear Key Result Areas (KRAs) and Key Performance Indicators (KPIs) aligned with job responsibilities. The orientation process ensures that all staff members understand their roles and performance expectations, with the probation period tailored to individual experience levels.

**Comprehensive Evaluation Process:** Following the probation period, employees undergo a comprehensive review of their activities, focusing on specific parameters tailored to their roles. For teaching staff, this includes student feedback, placement performance, and teaching pedagogy, while non-teaching staff are evaluated based on their specific job functions. The evaluation process involves engagement from both the Head of the Department and supervisors or managers, ensuring a fair and thorough assessment.

PIBM MBA Program has demonstrated a steadfast commitment to the welfare and professional development of its staff over the past five years. Through comprehensive welfare schemes, proactive COVID-19 response measures, and a structured performance appraisal system, the program continues to uphold its reputation as a supportive and employee-centric organization.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 6.3.2

**Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years****Response:** 33.33**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	5	6	9

**File Description****Document**

Institutional data in the prescribed format

[View Document](#)**6.3.3*****Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years*****Response:** 23.55**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
26	15	22	40	19

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

2022-23	2021-22	2020-21	2019-20	2018-19
82	82	82	82	82

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

#### Response:

The Pune Institute of Business Management (PIBM) adheres to a stringent policy for resource mobilization and audit processes to ensure optimal utilization of funds. This policy involves both internal and external audits to standardize practices and maintain financial discipline.

#### Resource Mobilization Strategy

PIBM employs a comprehensive strategy to mobilize resources from various sources including tuition fees, Management Development Programs (MDPs), consultancies, research grants, and funds from government and non-government organizations. The mobilization process is methodical, ensuring resources are forecasted, budgeted, approved, and allocated efficiently.

#### 1. Forecasting and Budget Preparation:

- A forecast report detailing resource requirements is prepared by department heads one month before the new academic year.
- An annual budget for institutional operations is formulated based on these forecasts and submitted to the Governing Council for approval.

#### 2. Resource Allocation and Management:

- The Chairman of the Institute holds the authority to allocate capital resources.
- The accounts department prepares a monthly budget derived from the annual budget to manage non-capital resource requirements according to the academic calendar and institutional needs.

## Internal Audit Process

The internal audit committee comprises the Director, a Member of the Governing Body, and Heads of Departments (Academic, IT, Library, Mess, etc.). This committee conducts quarterly audits with the following objectives:

### 1. Budget and Expenditure Review:

- An interim budget for the financial year is proposed at the Annual General Meeting (AGM).
- The internal audit identifies discrepancies between the proposed budget and actual expenditures. If expenses exceed the budget, reasons are identified, and corrective measures are implemented to control costs.

### 2. Surplus Fund Management:

- Surplus funds from any department are reallocated to areas requiring additional resources, ensuring balanced and efficient fund utilization.

## External Audit Process

The external audit is conducted by MGAM & Company, led by **CA Mr. M.R. Gupta**. This process ensures compliance with financial laws and institutional guidelines, auditing all financial, academic, and non-academic processes.

### 1. Audit and Compliance:

- External audits verify that all transactions and processes adhere to statutory requirements and institutional policies.

## Handling Audit Objections

In case of any audit objections:

1. The Chief Accounts Officer escalates the matter to the Director.
2. The Director reports to the Governing Body, where members deliberate and resolve the issue.
3. Once a resolution is reached, it is communicated to the Chief Accounts Officer for immediate implementation.

Through these robust mechanisms, PIBM ensures financial integrity and transparency, promoting efficient use of resources and sustained institutional growth. The regular audits and strategic resource mobilization facilitate proactive financial management and accountability, aligning with the institute's objectives and regulatory standards.

## 6.5 Internal Quality Assurance System

### 6.5.1

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

**Response:**

In PIBM **Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes.** The institute ensures the OBE model Implementation, student development and faculty development through regular reviews and audits. The IQAC conducts Academic Reviews, student feedback and faculty feedback. The IQAC tracks research and publication progress on regular basis.

The IQAC ensure the **continuous curriculum, evaluation and POCO attainment** through **external reviews on timely basis**. The IQAC ensures the **students and staff welfare**. The IQAC tracks the institute progress through **monthly audits and action taken**. The IQAC presents the improvement to the Board of Governing in the yearly meeting.

The IQAC ensure the **infrastructural development and ICT development**. The IQAC coordinates with all the stakeholder, collect their feedback on regular basis and ensure the sustainable development of the institution. IQAC tracks the **implementation of strategic Plan**. The IQAC plays an important role in **allocation of resources in coordination with governing council**. The IQAC ensures the **NIRF ranking and other accreditations and survey rankings**.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

### 6.5.2

**Quality assurance initiatives of the institution include:**

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

**Response:** A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

**Response:**

#### **Gender Equity and Sensitization at PIBM: A Five-Year Overview**

Pune Institute of Business Management (PIBM) emphasizes **gender equity** and **sensitivity**, ensuring a **secure** and **inclusive environment**. Over the past five years, PIBM has implemented numerous **initiatives** and **policies** to promote gender equity, **safety**, and **security**, reflecting its commitment to fostering a **respectful** and **supportive community**.

**Safety and Security Measures:** PIBM has established a robust **transportation system** to ensure the safety of students and staff, including a **pick-up and drop-off service** for teaching and non-teaching staff and students residing in hostels. Additionally, **transport is provided** for those requiring immediate medical attention. If any staff member needs to stay late for job completion, a pick-up and drop-off service from their home is also arranged.

**Counseling Services:** An internal **counselor** is available to all staff and students, offering both **personal** and **career counseling**. For female students who prefer to speak with a female counselor, PIBM has appointed an **external lady counselor** to provide the necessary support. This ensures that everyone has access to the guidance and support they need.

**Gender Sensitivity Training and Policies:** PIBM has developed and strictly follows a **Standard Operating Procedure (SOP)** that encompasses guidelines for addressing gender sensitivity issues. Regular **workshops** and **sensitization sessions** on topics such as **sexual harassment** and **gender equity** are conducted to educate the campus community. Also, some of the Lady police members were invited to address Female staff, Female Faculties and Female Students regarding their safety and well being.

**Celebrating and Promoting Gender Equity:** **International Women's Day** is celebrated both online and offline at PIBM, highlighting the achievements of women and promoting gender equality. Events like **SheConclave** are organized to encourage and support **women entrepreneurs**, providing them with a platform to share their experiences and inspire others.

**Self-Defense Training and Cyber Safety:** Recognizing the importance of self-defense, PIBM organizes **training sessions** for female students. These sessions equip them with the skills needed to protect themselves. Additionally, sessions like **"Cyber Safe Women"** conducted by **Maharashtra Cyber Police** aim to sensitize female students about **cyber safety** and security.

**Cultural Tolerance and Personal Well-being:** PIBM places a strong emphasis on **cultural tolerance** and **personal well-being**. **Yoga and meditation sessions** are regularly held to promote mental and physical health, fostering a harmonious environment that respects individual differences.

**Community Engagement and CSR Activities:** The institution's **NGO committee** actively drives **Corporate Social Responsibility (CSR)** activities, providing students with opportunities to contribute to **community development** and **social welfare**. These initiatives help students understand the importance of giving back to society and develop a sense of social responsibility.

In summary, PIBM's MBA program integrates **gender equity** and **sensitization** into its curricular and co-curricular activities through comprehensive measures. By prioritizing **safety**, offering robust **counseling services**, celebrating gender equity, and fostering an **inclusive environment**, PIBM ensures that all its students and staff are respected, supported, and empowered. These efforts reflect PIBM's commitment to producing socially responsible leaders equipped with **ethical acumen** and **environmental consciousness**.

### 7.1.2

**The Institution has facilities and initiatives for**

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

**Response:** B. 3 of the above

File Description	Document
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>

### 7.1.3

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

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



**Response:** B. Any 3 of the above

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

#### 7.1.4

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

**Response:**

The institute believes in inclusivity. The institute has taken the following steps to ensure the same

- The students are trained on human rights with a quarter credit course, part of the curriculum. To ensure that students are made aware about constitutional values, rights, duties, and responsibilities.
- Faculty members are also encouraged to attend AICTE ONLINE FDPs on Universal Human Values to prepare faculty for incorporating human values in education as recommended in the AICTE Model Curriculum.
- The institute has an active sexual harassment committee and policy is in place.
- The institute has an anti-ragging committee to avoid ragging incidents.
- The institute celebrates all the festivals of various cultures to promote diversity and inclusivity.
- Students from weak socioeconomic backgrounds have been provided scholarships as per UGC and Savitribai Phule Pune University.
- The institute conducts workshops and seminars on cross-cultural sensitivity for students and faculty members.
- Female students are trained on self-defense mechanisms by conducting various workshops.
- The institute has a well-established grievance handling committee and ensures that there is no bias or unfair acts by students, staff, and faculty members.
- The institute provides equal opportunity to all the students in various events, seminars, and other activities related to internship and placement

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

1. Title of the Practice: Outcome-Based Education

2. Objectives of the Practice

PIBM strives to achieve 100% employability for the students and to develop them as a better professional. The institute focuses on the overall development of the students holistically and professionally. The objective of this best practice is to ensure that any training activity that is conducted at PIBM is aimed at –

- Overall development of the students with conceptual clarity and competency development in every student
- Achieving assessment of learning
- Facilitates the development of transferable life and functional skills in students

3. The Context

The institution recognized that just as 'Management by Objectives' enables an organization to drive better performance and productivity, in a similar manner, 'Outcome-based Education' can significantly improve the way students learn management skills and develop professional competencies. Also, the institute focuses on the Assessment of Learning to ensure the teaching and learning in the students and defining the learning outcome of each course.

- Students are inducted with the application of the subject they will learn in the entire program by aligning the JD with the topics included to deliver the case.
- The faculties focus on continuous evaluations during the semester and provide feedback to the students for continuous improvement.

In such context, it was determined that emphasizing "Outcome-Based Education" would resolve the challenges being faced by students and faculty in the learning process.

#### 4. The Practice

The practice started taking shape with the conscious identification of learning outcomes in terms of Program Educational Outcome (PEO), Program Outcome (PO), and Course Outcome (CO), aligning them with various academic activities for the overall development of the students.

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

- Business Orientation Program
- ‘Sector Company Product and Service’ (SCPS) specific training delivery and assessment
- Project-based learning
- Domain-specific corporate interface

#### 5. Evidence of Success

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

- Skill-centric training delivery, developing more confident and competent students
- ~100% placement of students
- Improvement in the average package of the batch from 6 lakhs per annum to 7.61 lakhs per annum with placement of students
- Pre-placement offers are offered to several students after the Winter Internship and Summer Internship programs.
- Increased participation of students in co-curricular activities (both intra and inter-college)
- Increased participation of students in research and other knowledge dissemination activities
- Successful setup and management of Innovation Incubation centres

#### 6. Problems Encountered and Resources Required

A complete re-orientation of faculty approach towards course design, delivery, and assessment was required to move towards an “Outcome-based education” approach. Key resources or support required for establishing this best practice were –

- Continuous review of course curriculum, content, and evaluation aligned with the program outcomes.
- Continuous faculty development programs on effective teaching and training.
- Increased student engagement hours to develop concept applications and achieve learning outcomes
- Extension activities to be realigned (such as field research, co-curricular programs, industry visits, live projects, etc)
- Mentoring Program to ensure that the desired learning is achieved by the students.

#### 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 major objective is to establish an application-oriented research culture at PIBM to ensure innovative teaching and developing research environment to align with NEP policy at the institute. The institute provides financial and professional support to the faculties and students for conducting research.

### 3. The Context

The institute focuses on developing a research environment to develop the research competencies, critical thinking and problem-solving attitude among students to make them employable. Faculty members are encouraged to conduct research to create and disseminate the knowledge to improve the quality of teaching and publications. Furthermore, the faculties are encouraged to pursue higher education through research.

### 4. The Practice

Following measures were taken to achieve this organizational goal –

- Publishing research in Scopus-indexed journals with high impact factor
- The Faculty Development Programs are conducted by senior researchers and top journal editors on monthly basis.
- Students and faculty members are encouraged to participate in national and international conferences.

Over the years, the institute also started incentivizing quality research publications to encourage contributing faculty members and promoting research culture in the institution.

- Industry-sponsored research
- New Product & Market Development research projects
- Industry Incubation Centres
- International conference with corporate exposure
- Attractive incentive structure provided to faculty members to promote high-quality research publications.
- Centre for Advanced Technology for Business
- Evidence of Success

The institute has research friendly environment that promotes various research activities.

- There is a significant improvement in the quality of research publications of students and faculty members.
- The faculty members have started representing the institution on national and international platforms, through paper presentations and publication in Scopus-indexed journals
- There is a significant improvement in the completion of sponsored research projects.
- Knowledge dissemination improved organically as faculty also started utilizing relevant research in student training
- The quality of business research projects completed by the students during Internships and Dissertations has significantly improved.
- The research collaborations with various foreign authors have been significantly improved.

## 6. Problems Encountered and Resources Required

This particular best practice required continuous quality evaluations by management, faculty, and students. Major challenges in establishing this best practice were –

- Completing research projects during internships due to other practical activities allocated by companies
- Research publication is a dynamic process and everchanging and it was necessary to train faculty members continuously to keep the research interesting
- Weak research competencies and skills, with faculty not being aware of the scientific process of defining research objectives and deriving industry implications from research study

The institute invested various resources in resolving these challenges-

- External mentors of internships were contacted and requested them to allocate research projects to students.
- Budget was defined for incentivizing quality research efforts by faculty.
- Dedicated research workshops were organized
- Continuous research reviews.

## 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

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

**Response:**

The Pune Institute of Business Management is dedicated to becoming a globally recognized institution by fostering innovation, embracing unconventional approaches, and contributing to societal betterment. PIBM aims to achieve this by developing a highly skilled workforce equipped with strong values, dynamism, and entrepreneurial skills. The institute has a vision to become a leading business school to develop competent management professionals for managing and leading the organization. Our mission is to cater to our stakeholders through competency-based teaching, community outreach, research, and employability. We strive to enhance our students' and stakeholders' success.

PIBM, Pune focus on a learner-centric approach and provides competency-based Education to develop action-oriented leaders and entrepreneurs of future

The institute's vision and mission prioritize developing students who possess both strong personal and professional values and career-ready skills. This commitment is evident in their impressive placement track record and strong industry connections. Over the past four years, the institute has consistently achieved a 100% placement rate, with the median salary package increasing from 6.5 Lac per annum to 7.35 Lac per annum.

While PIBM graduates were initially placed in entry-level executive roles, they are now securing positions as Management Trainees and similar mid-management roles. This progress is a result of the institute's strategic efforts to align its activities with its vision, including:

- A **robust industry interface** with weekly corporate interactions, live projects, internships at the end of each semester, and corporate mentorship programs suffices the proper methods
- The training is provided in **collaboration with industry** experts where CEOs, CFOs, CHROs, and top-level managers are aligned with teaching faculties of every subject. Student's learning is ensured by engaging them with various practical assignments, live projects, research paper writing, consulting, and internships.
- PIBM ensures the **Use of modern communication and IT tools** to deliver training in-classroom. Smart classrooms at PIBM are equipped to capture learning experiences and make them accessible to students and faculty. PIBM emphasizes on developing individuals in consideration of employability.
- **Innovative Pedagogy at PIBM** and It includes pedagogies such as case studies, simulation, live projects, internships, group projects, and presentations to develop such professionals.
- We at PIBM ensure experiential learning to develop competencies in students. PIBM ensures the learner-centric approach by providing Job Description based training which develops competencies required to perform various jobs in the organization. We ensure the training of slow learners and fast learners as per the level of competency. PIBM focus on **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.
- **The institute has focused on A dynamic evaluation mechanism** utilizing both written and verbal forms of assessments. Mock GDs, PIs, viva, PowerPoint presentations, class tests, assignments, long-term projects, and out-bound assignments are conducted for evaluation of each subject.
- **Dedicated mentorship program** to guide students on career prospects, training requirements, remedial sessions, and overall counselling.
- PIBM focuses on **Active student participation** in academic, co-curricular, extracurricular, and

placements-related activities.

- **Communication and Aptitude Skill Development:** PIBM's 100% placement rate is partly due to the emphasis on rigorous aptitude and communication skills training. This equips students to confidently articulate their knowledge and excel in aptitude assessments during recruitment.
- **Practical Application and Industry Exposure:** PIBM integrates field projects, assignments, and live projects into its specialized courses, enabling students to apply theoretical concepts to real-world scenarios. Additionally, the Winter and Summer Internship programs provide invaluable industry exposure and on-the-job training, boosting students' confidence during the placement season.

Through these well-structured and synchronized initiatives, PIBM has established itself as a premier business school, delivering high-quality management education that translates into successful employment or entrepreneurial endeavors for all its graduates.

## 5. CONCLUSION

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### **Additional Information :**

NA

### **Concluding Remarks :**

Pune Institute of Business Management is a management institution with the vision of developing competencies among students, developing management professionals, and developing the research environment. The institute has shaped its institutional efforts around this vision and tried to deliver quality education with a difference.

The institute is working towards developing its processes using ERP automation for academic administration. The institute has adopted innovative learning experiences for the students to ensure competency development among the students.

In future, the institute will implement simulations in a maximum number of subjects. The institute will encourage students to participate in state-level and national-level events. The institute will encourage the faculties for more MDP, Consulting, and Sponsored Projects. The institute will work towards getting funded research projects from various national and international government bodies.



## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :10</p> <p>Remark : As per clarification received from HEI, and excluding the courses which are part of the regular university curriculum, thus DVV input is recommended.</p>																				
1.2.2	<p><b><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>513</td><td>352</td><td>232</td><td>227</td><td>219</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>337</td><td>250</td><td>195</td><td>200</td><td>170</td></tr></table> <p>Remark : As per clarification received from HEI, and number of students enrolled in Certificate/ Value added courses should not be more than total number of enrolled students in provided Extended Id 1.1 in any of the years so based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	513	352	232	227	219	2022-23	2021-22	2020-21	2019-20	2018-19	337	250	195	200	170
2022-23	2021-22	2020-21	2019-20	2018-19																	
513	352	232	227	219																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
337	250	195	200	170																	
1.4.1	<p><b><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken&amp; communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: C. Feedback collected and analysed</p> <p>Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.</p>																				
2.1.1	<p><b>Enrolment percentage</b></p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to</p>																				

be considered)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
263	216	117	113	117

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
290	232	121	113	117

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
300	300	120	120	120

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
300	300	120	120	120

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
26	20	15	15	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
25	18	15	15	13

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

##### 3.1.1.1. Total Grants from Government and non-governmental agencies for research

**projects / endowments in the institution during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
33.44	30.10	34.538	35.437	18.40

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

Remark : As per clarification received from HEI, and as per SOP Only research grants are to be considered, thus DVV input is recommended.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19	8	5	13	20

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	8	5	10	11

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
123	109	112	39	36

Answer After DVV Verification :

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

20	18	26	12	5
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Remark : As per clarification received from HEI, and Publication in the current UGC CARE only to be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
138	42	81	59	32

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	00	00	00	00

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	11	7	7	8

Answer After DVV Verification :

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

Remark : As HEI has not provided proper detailed reports and Geo tagged Photographs with captions and dates and not seal and signed by the HEI, thus we have considering 50% of the HEI Input, so based on that DVV input is recommended.

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

Answer before DVV Verification :

Answer After DVV Verification :54

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
339.22	116.23	39.06	2494.08	735.12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
337.28	115.44	38.71	2462.63	701.39

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
853.66	425.64	347.56	550.23	584.29

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
118.55	101.76	22.15	53.57	62.18

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

**1. Soft skills**

**2. Language and communication skills**

**3. Life skills (Yoga, physical fitness, health and hygiene)****4. ICT/computing skills**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. 1 of the above

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
510	343	231	225	216

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

Remark : As HEI has not provided proper Soft copy of Circular / brochure / report of program with photographs, thus DVV input is recommended.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

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

220	120	109	114	97
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
190	110	100	110	97

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
223	120	111	114	102

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
196	112	105	112	99

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	4	4	0

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and excluding Participation and beyond the assessment period data, thus DVV input is recommended.

5.3.2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
37	31	36	33	36

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
24	28	30	25	20

Remark : As per clarification received from HEI, and excluding Multiple activities on the relatively closer dates , thus DVV input is recommended.

6.2.2

***Institution implements e-governance in its operations***

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

6.3.2

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

**6.3.2.1. Number of teachers provided with financial support to attend**



**conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	10	8	16	16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	5	6	9

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
98	86	78	90	82

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
26	15	22	40	19

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
68	64	60	72	66

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
82	82	82	82	82

Remark : As per clarification received from HEI, and excluding Less than 5 days FDPs, thus DVV input is recommended.

**7.1.2 The Institution has facilities and initiatives for**

	<ol style="list-style-type: none"> <li>1. Alternate sources of energy and energy conservation measures</li> <li>2. Management of the various types of degradable and nondegradable waste</li> <li>3. Water conservation</li> <li>4. Green campus initiatives</li> <li>5. Disabled-friendly, barrier free environment</li> </ol> <p>Answer before DVV Verification : A. 4 or All of the above  Answer After DVV Verification: B. 3 of the above  Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.</p>
7.1.3	<p><b>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</b></p> <ol style="list-style-type: none"> <li>1. Green audit / Environment audit</li> <li>2. Energy audit</li> <li>3. Clean and green campus initiatives</li> <li>4. Beyond the campus environmental promotion activities</li> </ol> <p>Answer before DVV Verification : A. All of the above  Answer After DVV Verification: B. Any 3 of the above  Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.</p>

## 2.Extended Profile Deviations

Extended Form Deviations

ID	Extended Questions																				
1.1	<b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b> Answer before DVV Verification : 41 Answer after DVV Verification : 27																				
1.2	<b>Number of teaching staff / full time teachers year wise during the last five years</b>  Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>33</td><td>25</td><td>20</td><td>20</td><td>18</td></tr></table>  Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>27</td><td>23</td><td>20</td><td>20</td><td>18</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	33	25	20	20	18	2022-23	2021-22	2020-21	2019-20	2018-19	27	23	20	20	18
2022-23	2021-22	2020-21	2019-20	2018-19																	
33	25	20	20	18																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
27	23	20	20	18																	
2.1	<b>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</b>  Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>2506.00</td><td>1370.82</td><td>775.12</td><td>4014.68</td><td>2492.06</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	2506.00	1370.82	775.12	4014.68	2492.06										
2022-23	2021-22	2020-21	2019-20	2018-19																	
2506.00	1370.82	775.12	4014.68	2492.06																	

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2504.08	1370.03	774.77	4010.44	2458.34