SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

ANJUMAN KHAIRUL ISLAM POONA INSTITUTE OF MANAGEMENT SCIENCES AND ENTREPRENEURSHIP

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Anjuman Khairul Islam Poona Institute of Management Sciences and Entrepreneurship (PIMSE) is a linguistic and religious minority educational institution started in the year 1990 with an aim of providing quality education in the field of Management and Information Technology.

PIMSE offers a variety of valuable courses (Full time PG Programme) such as MBA, MBA-IT (formerly known as MCM), MBA-HRD (formerly known as MPM).

PIMSE is affiliated to Savitribai Phule Pune University and the courses offered are approved by AICTE, New Delhi and recognized by DTE, Govt. of Maharashtra,Mumbai.

The phenomenal growth of the Institute has been possible due to the far-sightedness, dedication, devotion, grit, determination and hard work of the trustees of Anjuman Khairul Islam. The trust believes in giving its best and it magnanimously funds such educational projects. In the service of the nation it also shapes better citizens, its motto being *"Shaping better Managers for future"*.

Vision

- To develop PIMSE as a Premier Global Management Institute of excellence with a view to develop outstanding, dynamic and enterprising business professionals.

Mission

- To strive for excellence in providing high quality, outstanding and inspirational management and leadership skills.
- To create and sustain an environment conducive to academic and professional excellence.
- To develop socially committed and responsible individuals.
- To provide world class quality Management education.
- To strive to inculcate ethical values and entrepreneurship spirit among its students.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The Institute is centrally located in the heart of Pune city and easily accessible by various modes of transportation.
- Specialized degree Courses in MBA- IT and MBA- HRD are exclusively offered by the Institute in Pune District.
- More than 40% of the Faculties are PhD holders and recognized PhD guides associated with PhD Research centers affiliated to Savitribai Phule Pune University and in all 25 research scholars are

pursuing PhD under their guidance.

- The Institute has secured all India Rank – 213 annual rankings and 69 Zonal ranking across West Zone in Intershala ranking for the year 2023, for efforts to help students to find internship throughout the year.
- The Institute has joined hands with X Culture- An International project for faculties and Students exchange Program which enables the students to work on International Live projects
- To foster innovation and Start-ups , the Institute has established Start-up and Innovation cell.
- The student centric Teaching Learning approach of Outcome Based Education is effectively implemented at the Institute.
- The Faculty members of the Institute are Experienced & Highly qualified, equipped with the latest ICT tools which are being used for teaching the students.
- The Institution has Wi-Fi enabled campus with internet connectivity of good speed. Availability of ICT conveniences strong teaching –learning process.
- The Institute has an active, registered Alumni Association.
- Institute has participated in NIRF ranking
- Career Advancement Add-On courses
- Outcome based Education, combined with a meticulously planned teaching-learning and evaluation process strict adherence to Academic Calendarss.
- The Institute has charming lush green campus which provides a visually appealing and serene environment, promoting mental well-being and reducing stress among students , faculties and other stakeholders.
- Financial aids are being provided to the marginalised and economically deserving candidates through Free ships, Scholarship, fee-waivers and instalment facilities, for fostering higher education

Institutional Weakness

- More formal linkages with National and International initiatives
- Majority of the students is from the downtrodden section of the society and is unable to pay fees on time and require financial assistance.
- The Institute lacks hostel facilities for the aspiring students from the other states.
- The playground space is limited for outdoor sports such as Cricket and Football.
- Research activities needs to be strengthened.

Institutional Opportunity

- Provision of Faculty Exchange program and research association with National and International Institutes.
- The Institute has the potential to undertake Interdisciplinary and Industry sponsored projects.
- Possibility to enhance the quality of placements through associations with Industries.
- Scope to expedite the Innovation process through the established startups and entrepreneurship Incubation center.
- The potential for innovation and the establishment of start-ups is elevated through the utilization of a cutting edge incubation center.
- The Institute has the opportunity to engage in partnerships with other educational institutions and research organizations on both National and Global scale.

Institutional Challenge

- International Placements of the students in different countries.
- The students come from a marginalized background and counseling them for careers and placements is quite a challenge.
- The Institute is self financed and is striving to generate corpus fund that will help it to carry out plethora of activities that it has embarked upon to develop enterprising business professionals.
- Being self financed Institute lack of grants from Government Funding agencies.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institution adheres to the MBA Curriculum structured on the **Choice Based Credit System (CBCS)**, Grading System and Outcome Based Education as designed by the affiliating university, **Savitribai Phule Pune University (SPPU)** and also integrates various key elements of the **National Education Policy (NEP).**

The institute ensures robust curriculum planning and delivery by actively engaging with inputs from the **Academic Advisory and Monitoring Committee and the College Development Committee (CDC)**. This comprehensive approach encompasses aligning the **academic calendar** with the **university calendar**, conducting **departmental meetings**, managing **subject allocation**, developing a well-structured **timetable** and **teaching plan**, implementing **concurrent evaluation** schemes in accordance with university guidelines, strategizing for diverse **curricular, co-curricular, and extension activities** through various cells, clubs, and committees, use of **ICT tools** such as Google Classroom, Smart Class, YouTube Channels, blogs, Zoom, analysis of result and outcome attainment and a robust **stakeholder feedback system.**

The Institutional curriculum planning and delivery during the assessment period 2018-2023 is summarized as follows:

- Conducted **32 add on/value added courses** for which **59.34%** of students enrolled. These courses offer varied learning experiences, elevating students' skills beyond the conventional curriculum for a multifaceted development, ensuring a comprehensive and versatile skill set.
- **Authorized Industry centre of Excellence** of **Celonis, AWS and Palo Alto** for offering **certification** courses on Process Mining Fundamentals, Cloud Foundations and Cyber Security respectively. Inhouse faculties are certified master trainers for the same
- Offered certifications through **industry MoU's** focusing on latest trends and demands of the 21st century.
- Emphasized **students' personality development and grooming** by providing certifications through training institutes.
- **63.15%** students undertook **project/field work/internships** during the current **Academic Year 2022-23**.
- In the **Internshala Annual Ranking for 2023**, our institute achieved an impressive **All India Rank of 213** amongst the participating colleges, showcasing our commitment to excellence.
- Students are **sensitized for** fostering integrity, trust, making them aware of their **social responsibility,**

environmental consciousness and promoting equal opportunities for both men and women.

- The institute has **collected and analyzed curriculum feedback from stakeholders, implementing corrective actions** as needed for improvement during the assessment period.

Teaching-learning and Evaluation

Students are admitted through **Centralized Admission Process (CAP)** under the aegis of **Directorate of Technical Education (DTE)**. The enrolment percentage of students in all the three courses are **92.83%** out of which **81.85%** students are from reserved category **(MBA, MBA- IT, MBA- HRD)** which comprises of **ST, SC, OBC & Minority** categories.

- Student-centric approaches like **Experiential learning, Participative learning and Problem solving methodologies** make the learning activity more interactive apart from the lecture method.
- Various activities like **Business Quiz; News paper Analysis, Mini Project, Field work, Student Support Programme, Festina etc** enriches teaching-learning Process.
- **Industrial and Field visits** to companies and manufacturing units are organized by the Institute to give exposure and hands on practical experience to the students.
- **ICT tools** are used for **effective teaching with Learning Management Systems (LMS)**, E-learning resources, etc. ICT tools are also being effectively used for the development of E-content and for operating online platforms like Zoom, G- suite, YouTube, Blogs, Google Classroom etc to teach the students.
- The Institute is equipped with total **17 Faculty members** out of which **7 are PhD holders** and **1 faculty is NET qualified**.
- A **Three Tier grievance redressal mechanism** – Department, Institute and University level has been functional to redress matters related to Examination and other issues.
- **COs & POs** are well identified and displayed on the **Institute website** and **conveyed to all stake holders** particularly to Faculties and Students. Accordingly the three departments follow COs & POs for obtaining attainment through formative and summative assessment.
- The **evaluation process involves Formative and summative assessments.** The formative assessment is done through creation of info graphics, poster presentation, learning diaries etc and summative evaluation is obtained via External University Examination.
- **Learning Outcomes** are obtained through the **implementation of OBE** question papers and level of attainment is calculated through department wise result analysis.
- **Average passing percentage** for all programs for the assessment period is **91.7%**

Research, Innovations and Extension

PIMSE serves as a **center of academic excellence and research**. The institution thrives on a dedicated pursuit of **holistic growth and innovation**. It nurtures a dynamic learning culture, fosters impactful contributions, and spearheads comprehensive **extension programs**, instilling **social awareness** and promoting overall development among students.

- **06 faculty members** are serving as **research guides** at various research centers affiliated to Savitribai Phule Pune University having **25 number of research scholars**
- **67** research papers are published in **UGC CARE list** and **70 chapters and books** in edited volumes/books with ISBN number.

- **02 Copyrights and 01 Patent** have been issued for literary work reflecting the faculty commitment to **intellectual property and innovative** contributions.
- The **Institution's Incubation Centre**, acting as a catalyst for the creation and transfer of knowledge and technology, has successfully launched **four innovative products**: Spruce Up – Indoor Plants, Naturals Coconut Oil - Extra Virgin, Chronic Kidney Disease Prediction using Application Software, and Res-Q Device.
- Top of Form
- The institution organized **54 events including seminars, guest lectures, and workshops**, focusing on diverse subjects such as **research methodology, entrepreneurship and intellectual property rights.**
- The institution hosts **FESTINA**, its **flagship annual event** cultivating a **culture of innovation and entrepreneurship** among students, creating a dynamic platform for creativity and collaboration.
- The institute has undertaken to develop in their students a **sense of empathy and responsibility** by instilling values that **sensitize** them to the various issues within their **neighborhood**.
- The institution's **Social Cell, "??va"** illustrates its commitment to **social responsibility and community engagement**, reflecting its dedication to **societal well-being.**
- The Institution has carried out **58 extension and outreach programs** with involvement of the community **sensitizing students on social issues.**
- The institute received letters of **appreciation and awards** from both **government and non-governmental bodies**, acknowledging its commendable efforts in extension activities, showcasing its notable contributions and achievements.
- The Institute has **20 functional MoU's and 3 linkages** with institutions/industries for internship, on-the-job training and project work.
- By nurturing **global collaboration** and cultural exchange, the institute offers students a platform through initiatives like **X-culture**, an **international business live project**. This provides them with practical exposure, propelling them to international acclaim and recognition.

Infrastructure and Learning Resources

The infrastructural facilities are adequate to fulfill the norms of regulatory agencies. The Institute has **state-of the-art facilities** for the delivery of academic excellence. In addition, the Institute has sufficient facilities for **curricular, co-curricular, and extra-curricular activities.** The Institute's **physical infrastructure** includes spacious classrooms, a seminar hall, a fully air-conditioned computer Centre, a Language lab, a library, a training and placement office, etc. **Classrooms and Seminar Halls** are equipped with **LCD projectors and internet connectivity**. The Institute has **ramps and other facilities for differently-abled students**. There are adequate facilities for **indoor and outdoor sports** such as Basketball, Volley ball, Carom, Chess etc and cultural activities. Gymkhana facilities are available for students and staff to strengthen and balance their physical and mental wellbeing.

Total amount of expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) during the assessment year is Rs 3,67,45,000/-.

The library is a knowledge repository with a fine collection of books and journals. It has facilities like a **reading hall and a digital library**. It has e-resources like **DELNET**- Developing Library Network, Knowledge Gainer, Management E-Journals, Computer Science E-Journals, and Indian Manuscripts. The Institute is a **member of the National Digital Library, e-Shodhsindhu,** etc. The library has the software "**LIMRA**" for automating library services. Public exams like the PFO and CA are also being held in the Institute campus and the Institute Infrastructure is also made available for social programs which help in

benefitting the society.

The Institute has **2 Computer laboratories** and a **network of 113 computers** with internet facilities for students and 29 PCs with internet for staff. The Institute provides Wi-Fi Facility. The institute has leased line **internet connectivity** of **100 Mbps**. **External agencies** have been appointed by the foundation office for **housekeeping, security, and maintenance** of different equipment.

The walls of the Institute including the classrooms are filled with inspirational and motivational quotes in **English and Sanskrit Language**, which gives the students **positive encouragement** in the **struggle to achieve their goals in life**.

Student Support and Progression

Student centric activities are initiated through capacity building, skill enhancement, career counseling, placements, alumni engagement, sports and cultural programs for **student's holistic development** and successful future.

Summary of Student Support and Progression activities during the assessment years.

- Enhancing student support the institute offers **scholarships and freeships**, obtained from the institution, government, and non-government sources, significantly aided **72%** of the students in their academic journey.
- A total of Rs. **4.41 crores** in **scholarships** was awarded to **1554 students**, underscoring the substantial financial support provided for their educational pursuits during the **assessment period**.
- Conducting **52 programs**, the institute enriched our students by enhancing their **capabilities in soft skills, language, communication, life skills, and ICT tools** awareness.
- Demonstrating the institute's steadfast commitment to students' career advancement, **44.72% secured placements, while few students progressed to higher education**, showcasing our dedication to fostering successful pathways beyond academics.
- The swift resolution of student grievances is paramount, underscoring the vital role played by committees such as the **Student Grievances Redressal Committee, Internal Complaint Committee, Anti-Sexual Harassment, and Anti-ragging Committee**. These entities ensure a secure and supportive environment, addressing concerns promptly thus contributing to a positive and conducive learning atmosphere.
- The **absence of any reported cases to the Anti-ragging Committee** signifies a healthy and safe environment within our institute, where a culture of respect prevails.
- Career guidance sessions, sessions on mock interviews, short term industry ready programs were conducted **to enhance student's employability skills** and make them industry ready.
- Numerous **placement drives** occurred both on and off-campus, providing diverse opportunities for students to secure promising career placements.
- The institution emphasizes students' active engagement in **sports and cultural activities**, nurturing holistic development that enhances leadership, teamwork, and creativity for success in the dynamic environment.
- The institute has a **Registered Alumni Association,** *PIMSEAA*, that actively engage with students, offering valuable insights on industry expectations, providing internships, and facilitating final placements. The institution further conducts an impactful **Alumni Mentorship Series**, enhancing student's career development through personalized guidance by our Alumni.

Governance, Leadership and Management

The PIMSE's **College Development Committee (CDC)** is steered by a clearly defined vision and mission statement, providing direction and guidance in its governance, leadership and management.

- The College Development Committee acts as the **primary policy-maker** adopting a **democratic and participatory approach** with the Director disseminating these policies to the **IQAC,** teaching, non-teaching staff members and students.
- The Institution has developed a comprehensive **policy handbook** covering areas such as administration, examinations, social activities, placement, and more, encapsulating the institution's principles and serving as the essence of its efficient operation.
- A dedicated **code of conduct handbook** has been formulated for both students and staff to ensure the seamless functioning of the institution.
- The Institution engages in addressing diverse aspects of academic, administrative, and overall institutional development by formulating an **institutional perspective plan** and implementing it through various committees/cells.
- The Institution incorporates **e-governance** in all its operations, including administration, finance and accounts, student admission and support, and examinations, with its practice extending through all levels of the Institute.
- The Institution conducts **academic and administrative audits, environmental audits, green audits, and energy audits** to evaluate the structures and methodologies implemented within the institution.
- The Institution employs a systematic **performance appraisal system**, evaluating faculty on lecture workload, research, social contribution, and industry interaction, suggesting improvements, and facilitating their participation in faculty development programs and other training initiatives accordingly.
- The Institution has formulated **strategies for mobilizing and efficiently utilizing resources and funds** ensuring that it possesses the requisite financial means to conduct its activities effectively.
- A well-established **Internal Quality Assurance Cell (IQAC)** significantly contributes to **institutionalizing quality assurance strategies** and processes by reviewing the teaching-learning process, structures and methodologies of operations while also documenting incremental improvements in activities such as participation in **NIRF, Internshala annual ranking, and ISO certification.**
- The Institution offers **effective welfare measures** for teaching and non-teaching staff, including interest-free loans, fee concessions, bonuses, provident fund, group insurance, and mandated leaves, while also providing avenues for career development through participation in **FDPs, MDPs, and corporate training programs.**

Institutional Values and Best Practices

Holistic Wellbeing Approach of developing Individuals is being adopted and practiced by our institute PIMSE which focusses on three-dimensional institute initiatives covering **Mind, Body & Soul**.

The **Gender Equity** promotion measures includes organising various activities and events every Year. Sanitary Napkin Vending & Disposal Machines are installed.

The Environment focus of the institute is Energy and waste management, conservation, efficiency, and reduction. The conservation initiative includes Installation of Solar Light, Rain water Harvesting, replacing the bulbs and tubes with LED.

Efficient waste management system within the Institute premises, with proper waste disposal Compost Bin is installed, E waste collection and disposal system.

The Reduction initiatives include paper usage reduction through Digital Library and e books and Notes to students along with posting of Notices online and the water conservation using dripper and Aerators. The Reuse initiative includes Wall Garden made of waste plastic bottles and water harvesting system.

Eco-friendly campus is maintained with green initiatives like landscaping with around 150 different varieties of plants.

The two Best practices of the institution are

1. Nurturing Creativity and Entrepreneurship through Entrepreneurial Activities & Initiatives. (Include Twenty-Six students pursuing Entrepreneurship, four startups initiated by institute, Flagship Event '*FESTINA*' for last four years to promote entrepreneurship interest among students.
2. "Empowering Futures: Navigating Government Scholarships & Fee Concession support for Students": Rs 26,15,000 (Twenty-Six Lakh Fifteen thousand) as Freeship given to students in last Five Years, 305 Students - Total Number of students guided for scholarship under various schemes in Year 2022-23, Rs 14139397 (One Crore forty-one lakh thirty-nine thousand three hundred and ninety-seven) is the Total Scholarship amount Disbursed in Year 2022-23

With total of 58 social activities under Social Cell Seva, 57 total indoor and outdoor activities and 21 activities and training extended towards cognitive support developing an ecosystem with more student and staff retention as Thirteen Faculty members are associated for more than 10 years with the Institute, all non-teaching staff are associated for more than 15 Years with the institute, overall staff development, no serious health issues reported, reduction of stress through various financial support system initiative.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ANJUMAN KHAIRUL ISLAM POONA INSTITUTE OF MANAGEMENT SCIENCES AND ENTREPRENEURSHIP
Address	K.B. Hidayatullah Road, Camp, Pune
City	Pune
State	Maharashtra
Pin	411001
Website	www.pimse.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Director(in-charge)	Porinita Banerjee	020-26448781	9860604577	-	director.pimse@gmail.com
IQAC / CIQA coordinator	Lubna Shaikh	020-9146459306	9561436839	-	iqacpimse@gmail.com

Status of the Institution	
Institution Status	Self Financing and Constituent

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes Final Minority.pdf
If Yes, Specify minority status	
Religious	Yes
Linguistic	Yes
Any Other	

Establishment Details		

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	15-05-2023	12	

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	K.B. Hidayatullah Road, Camp, Pune	Urban	0.98	2770.7

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
PG	MBA,Management,	24	Graduation	English	120	109
PG	MBA,Management,INFORMATION TECHNOLOGY	24	Graduation	English	120	106
PG	MBA,Management,HUMAN RESOURCE DEVELOPMENT	24	Graduation	English	240	232

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				3				14			
Recruited	0	0	0	0	0	3	0	3	9	5	0	14
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				11
Recruited	8	3	0	11
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	3	0	1	2	0	6
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	6	3	0	9
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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	0	0	1
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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	2	1	0	3

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	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	8	14	10	3
	Female	11	6	3	1
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	21	10	3	7
	Female	11	5	2	2
	Others	0	0	0	0
General	Male	33	25	60	26
	Female	27	35	23	29
	Others	0	0	0	0
Others	Male	219	251	217	223
	Female	115	107	76	90
	Others	0	0	0	0
Total		445	453	394	381

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	PIMSE is affiliated to Savitribai Phule Pune University and follows the guidelines and curriculum prescribed by it. The National Education Policy (NEP) stresses the importance of providing students

	with a multidisciplinary/interdisciplinary education in order to foster intellectual curiosity, critical thinking, self reflection, leadership, teamwork, commitment, professionalism and a heightened sensitivity to one's socio-cultural environment. The faculty members are also provided training in order to deliver high quality teaching content in the classrooms. Students are able to choose from a wider spectrum of courses with the ability to learn to a great extent by giving them a wholesome perspective. The main objective is to ensure that the students will achieve their full human potential, develop an equitable and just society and promote national development. The Institute will implement the necessary steps that the regulating bodies / University will lay out regarding NEP.
2. Academic bank of credits (ABC):	PIMSE follows the guidelines and curriculum that is prescribed by the Savitribai Phule Pune University (SPPU). The ABC registration is done by the University for the students for the academic year. A choice based credit system has been adopted by the Institute for its various programs and it adheres to the norms set by the Academic Council of the affiliating university i.e. Savitribai Phule Pune University ABC's.
3. Skill development:	The Institute aims to develop problem solving skills, critical thinking, communication and interpersonal skills that will increase their chances of employability in the various industries. Students are given opportunities to test their classroom concepts in real work environments by identifying gaps and refining their practical skills, gain familiarity with the relevant industries and help them understand its functioning through the various extension programs. Numerous workshops, seminars, lecturers, etc. are also included in the course curriculum to develop and enhance their skills. Sessions are also conducted on mock interviews, group discussions, personality development, etc. are some activities that are conducted to up skill the students.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	PIMSE provides admission to students from a diverse socio-economic background belonging to different cultures and having varied values. Social and cultural clubs of the Institute play a huge role in bringing the students together on a common platform through which they participate in various events that increase their knowledge and sensitivity. This is brought about

	by understanding the rich heritage of our country and imbibing the traditional knowledge that has been passed down through the ages.
5. Focus on Outcome based education (OBE):	PIMSE has a vision of being established as a premier global Management Institute of excellence with a view to develop outstanding, dynamic and enterprising business professionals. Cognitive abilities like remembrance, understanding, application, analysis, evaluation and creation are the outcomes that are focused on through these programs. To achieve this, the Institute has carefully crafted outcome based programs that are centered on enabling the students to gain the necessary technical skills along with the much needed social and interpersonal skills that are required by the industry. Students develop ethical values becoming socially committed and responsible citizens who are sensitive to the needs of the society. Soft skills training, MOU's, Corporate Sessions, ICT, Computing Skills, Life Skills Training and other relevant training are given to the students to develop them in a holistic manner.
6. Distance education/online education:	The staff at PIMSE is well versed with the various online platforms like Zoom, Google Meet, Teams, etc and have used these to interact with the students and deliver the curriculum effectively. During the Covid-19 pandemic, students did not miss out on their education as a result of these online modes of instruction. These online modes have also exposed the students to the enormous online resources that are available for their reference both national and international. Online examinations were also conducted seamlessly by the Institute.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, the institute has established Electoral Literacy Club (ELC).
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?	PIMSE has appointed a team of 5 members consisting of 2 Faculties, 1 Nodal Officer and 2 students to create awareness about Electoral Literacy at the Institute.
3. What innovative programmes and initiatives	The Institute has organized seminars to raise

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.	awareness among students about their electoral rights. Additionally, online voter registration demo sessions through mobile app were conducted, and a voter registration camp was set up on the campus. Flyers consisting of guidelines for filling up the application-Form6 were circulated among the eligible students
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.	Yes, the Institute has conducted various voter awareness program in the nearby areas of the institute to sensitize the importance of voting rights. Students of PIMSE performed street plays to emphasize the significance of voting in nation-building and to encourage a sense of responsibility among them as citizens of India.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The Institute has been organizing various voters awareness campaigns to galvanize the young voters about their voting rights and also provided assistance for proper documentation for flawless registration for new voters. The Institute strives to register maximum number of students through electoral process.

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
445	453	394	381	398

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

2 Teachers

2.1

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

Response: 21

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	17	17	17	17

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
168.61	51.98	38.99	82.54	110.10

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Poona Institute of Management Sciences and Entrepreneurship (PIMSE) is affiliated to Savitribai Phule Pune University (SPPU) and approved by AICTE, New Delhi offering MBA, MBA IT and MBA HRD programs. It follows the curriculum designed and revised by the affiliating Savtribai Phule Pune University after every three years. It is based on Outcome Based Education (OBE) principles and incorporates the Choice Based Credit System (CBCS) and Grading System.

Academic Calendar:

- Academic Calendar is the pathway for all the curricular, co curricular and extracurricular activities for the development and learning of the Students.

- Academic Advisory and Monitoring Committee with College Development Committee (CDC) of the Institute is responsible for planning and implementation of overall academics and gives inputs to the Director and IQAC.

- Based on these inputs IQAC prepares Academic Calendar aligned with University Calendar.

Curriculum Planning:

- IQAC conducts Departmental Meetings with all program coordinators regarding Course allotment, Time Table, Certification Programs, Guest Lectures etc.

- Faculties prepare course file consisting of the Teaching Plan, Personal Time Table, Teaching material, Question Banks and Concurrent evaluation Schemes as per the University guidelines and are communicated to the students at the commencement of the semester.

Curriculum Delivery:

- The Institute uses ICT tools like Google Classroom, Smart Class, YouTube Channels and blogs etc. to make teaching learning process more interesting.

- Case studies, Business games, Group Discussions, Peer to Peer learning, Field and Industrial Visits, Live Projects etc are also included as teaching pedagogy to enhance experiential learning.

- Guest Lectures, Seminars and Workshops are also being organized to bridge the Industry-Academia Gap.

- The Institute offers add on certifications on Grooming and Latest Industry Trends and Technologies to enhance employability skills of the students and make them industry ready.

Co-curricular activities:

- The Institute encourages participation in various co-curricular activities through Social Cell, Research and Development Cell, Incubation Cell, Sports Club, Cultural Committee and Alumni Association.

- These activities enable students to develop values, skills and knowledge beyond the classroom environment, fostering their overall growth and development in a holistic manner.

Continuous Internal Assesment (CIA):

- Formative Assessment methods prescribed by the university like Poster presentation, Creating Infographics, Learning Diary etc. are conducted with Internal Exams to allot marks based on student's performance.

- Summative Assessment is attained by conducting External exams by the University at the end of each semester .

Feedback Mechanism:

- At the end of each semester, feedback is collected from different stakeholders to identify areas of improvement and implement necessary changes.

- IQAC reviews the feedback and suggestions, incorporates them in structuring of the academic calendar for the following academic year.

- This feedback-driven approach ensures continuous improvement in the quality of education and enhances the learning experience of the students.

In conclusion, the Institute's curriculum planning and delivery process revolves around effective planning, documentation and continuous assessment aligned with the university's academic calendar, taking into consideration the suggestions of the stake holders in executing curriculum delivery. The Institution ensures a comprehensive and holistic development of students for future challenges and opportunities.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

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

Response: 32

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

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response: 59.34

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
347	239	194	201	248

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

Poona Institute of Management Sciences and Entrepreneurship (PIMSE) implements the crosscutting issue guidelines instructed by Savitribai Phule Pune University through curriculum delivery as well as by conducting Co-curricular activities, Sessions, Visits and Workshops on such topics. Curriculum of MBA, MBA-IT and MBA-HRD programs include topics related to Professional Ethics, Gender, Human values and Environment and Sustainability. These issues are essential for developing socially responsible professionals who can contribute to the society and the business at large.

Cross Cutting Issues	No. of Courses addressing this issue in MBA	No. of Courses addressing this issue in MBA-IT	No. of Courses addressing this issue in MBA-HRD
Professional Ethics	52	11	12
Gender	18	00	09
Human Values	35	03	07
Environment and Sustainability	38	00	02

In addition, the institution is conducting co-curricular activities to cater to such crosscutting issues.

Professional Ethics were addressed through

- Workshop on 'Research Integrity and Publication Ethics'
- Business Plan Competitions
- A Session on 'Industrial and Entrepreneurial Expectations from Management Graduate'
- A session on 'Entrepreneurism for Economic Growth'
- A session on 'How to Formulate a Well conceived Business Plan'
- A Session on 'Do's and Dont's while drafting the Summer Internship Research Projects'
- International Conference on 'Technology transfer and Innovation in Library Management'
- A session on 'Intellectual Property Rights and Business Competitiveness'

- State Level Seminar on 'Empowering Business through Innovation & Technology'
- Multidisciplinary International Conference on 'Changing Landscape: Business Management, Technology & Social Innovations'
- National Seminar on 'Industry 4.0: Ecological, Ethical, Social, Cultural Concerns'

Gender issues were addressed through

- 'Donation of Sanitary Pads' at the Maternity ward in the hospital.
- Celebration of International Women's Day
- Celebration of International Men's Day
- Campus safety including personal safety, gender sensitization and prevention of harassment and violence by the Red Dot Foundation
- A session on 'Gender Equity'
- A session on 'Good and Bad Touch'
- Workshop on 'Women Hygiene during Menstruation'

Human values were inculcated through

- Visit and donation to Blind School and specially challenged School
- Celebration of National Voter's day
- Visit to Community Centre
- Clothes Distribution Drive
- Visit and Donation to Orphanages
- Installing a Water Pot at the hospital
- Diwali celebration with Police department.
- Masks Distribution Drive
- Performing Yoga with the members of Old Age Home
- Visit to Historical places- War Memorial, Aga Khan Palace, etc.
- Distributing Food Items to Homeless Children, Old Age home and Warkaris (Pilgrims)
- De-Addiction Rally and Campaign

Environment and Sustainability awareness through

- Cleanliness Drive
- Rally on 'Saaf Suthari Bakri Eid'
- 'Tree Plantation' Drive.
- A Rally on "Save Water Save Life" on World Water Day
- Campaign on 'Road Safety'
- Celebrating 'Swachh Bharat Abhiyan'
- 'Traffic Safety Awareness Program' with Traffic Police Pune city
- Awareness on 'World Pedestrian Day'

Incorporating these elements into an MBA curriculum not only aligns with societal expectations but also prepares future business leaders to navigate the complexities of the modern world responsibly and ethically. It ensures that students are not only proficient in business skills but are also equipped to contribute positively to society and address the challenges of the 21st century.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2

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

Response: 52.58

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

Response: 234

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

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

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 92.83

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
240	236	224	194	220

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

2022-23	2021-22	2020-21	2019-20	2018-19
240	240	240	240	240

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

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

Response: 81.27

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
185	181	171	137	159

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
205	205	205	205	205

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 26.18

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:

Student Centric Approach is the Core Value of Poona Institute of Management Sciences and Entrepreneurship by providing an effective platform to students for developing latest skills, gain knowledge, to learn ethics to shape their career through Experiential learning, Participative learning and Problem solving methodologies with the blend of use of effective ICT Tools makes the learning experience more interactive.

Some of the methods employed by the Institute are:

Experiential learning:

- *Industrial Visits: -* Industrial Visits are organized to companies like Mercedes Benz, Volkswagen, Thermax, Bharat Forge, SKF etc to gain first-hand experience about the process and functionalities of Industry.
- *Internships:* Students undergo internships where they have to prepare projects that are pertaining to their specializations.
- *Academic industry initiative :*Sessions are conducted by alumni to make students updated with the current trends in the industry and stalwarts from different fields and sectors are invited to share their own experience with the students

Participative learning:

It is adopted by the institute to encourage students to participate in the learning process, to build confidence and enhance their skills. The Institute adopts methods for participative learning like –Team building , presentations, personality development, seminars, workshops, expert sessions, entrepreneurship development activities and Intercollegiate events etc.

The following activities include Participative Learning:-

- Co-curricular activities like corporate conclave, panel and group discussion, story telling, expert lectures, games and debates etc are organised on regular intervals.
- Students participate in various extra-curricular activities organized by the Institute, like Cultural and Sports Activities. Furthermore, the students actively organize activities like FESTINA, Sports Fiesta, Techno Fiesta and Group presentations etc which enrich their experience. In addition to this students are encouraged to participate in intercollegiate events and institute competitions.
- The students participate in various extension activities organized by the Institute, like Tree Plantation, Swachha Bharat Abhiyan, Gender Equality program, Vachan Divas, Yoga Day, etc. Students actively participate in these social activities, making them responsible citizens.

Problem Solving Methodologies

- Analyzing and problem-solving are some focus areas to ensure Outcome-based Education. The institute practice and implements several problem-solving learning methods.
- Case Studies are used in most of the subjects like Accounting, LAB and Marketing Management etc. Role plays, Business Plan competitions are few other examples of Problem-solving methods.

ICT tools for effective teaching with Learning Management Systems (LMS), E-learning resources

etc.

The institute practices the teaching-learning process by blending traditional chalk and board and modern ICT tools. This includes:

- Google Classrooms and Google Drive, PowerPoint Presentations to organize notes, learning materials and other learning content
- The classrooms are equipped with projectors and smart boards which are used to enhance the classroom teaching and make it interactive.
- Digital library facilities enable students to access online learning materials.
- Video content and Blogs related to subjects are shared by teachers among the students to gain extended knowledge about the topic discussed.
- Online Examinations as per the scheme of concurrent evaluation proposed by Savitribai Phule Pune University are conducted by the institute using online platforms like TESTMOZ.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	17	17	17	17

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

2.4.2

12-03-2024 06:18:24

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: 45.88

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
07	07	09	08	08

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Poona Institute of Management Sciences and Entrepreneurship strictly adheres to the guidelines of Savitribai Phule Pune University in the Internal and External Assessment process. The Comprehensive Concurrent Evaluation (CCE) is practiced for the Internal Assessment process.

Internal Examination / Assessment:

- Planning of Internal assessment starts before the commencement of the semester.
- Institute prepares its academic calendar mentioning the dates of Mid/end term exams.
- Internal assessment parameters like Class test, Open Book Test, MCQ, Case Studies, Poster Presentation, and Power Point Presentations etc. are mentioned in the subject teaching plan.

The Internal formative assessment plan is well communicated to the students:

- Displaying academic calendar on Notice Boards and Institute websites.
- The teaching plan is discussed in the class by the Subject Teacher.

Transparency is ensured by

- Subject teachers evaluate the papers and CCE is displayed on the notice board.
- Students are also allowed to access the corrected answer papers to understand the area for improvement.

External Examination / Assessment:

- The University displays the exam timetable on its website. Since the University examination mechanism operates online, exam form filling and payment of fees, hall tickets, student summaries, and barcodes are generated online. Question paper distribution (QPD) is done through the online exam portal. In case of technical issues, SPPU has provided helpline numbers with the dedicated staff.

- The external examinations are planned and coordinated by SPPU.
- The Institute conducts it by strictly adhering to the rules of SPPU.
- A College Exam Officer (CEO) is appointed by the Institute who liaisons between the Institute and SPPU.
- The external exam includes written theory papers, Project Viva Voce and Practicals.
- SPPU announces the exam dates through its portal and the same is circulated by the Institute among the students and displayed on the institute website and notice board.
- The Institute provides students with proper guidance in filling up the exam forms.
- The Institute ensures the smooth conduction of external exams; viva voce and Practicals by assigning appropriate duties like CEO, Project coordinators, Junior and senior supervisors and other clerical responsibilities.

University external exam links:-

- Online exam form filling http://exam.unipune.ac.in/
- Online Grievances https://exampcr.unipune.ac.in/Student/Dashboard/LogintoSPS

Grievance Redressal System is Time Bound and Efficient:

The Institute clearly understands that the grievances related to exams are highly crucial and time-bound and need to be addressed immediately and efficiently. Hence the Institute follows the below grievance redressal mechanism:

- In case of grievances against external assessment, like mistakes in exam form filling, discrepancy in external theory or practical marks, the students are encouraged to communicate with the CEO who will respond to the grievances immediately.
- The Institute also extends its support if any student fails to fill out the exam form by approaching the SPPU exam department.
- In case of any discrepancy in final marks, the exam section informs the students about the

timeline and procedure for revaluation.

All other grievances like issues related to hall tickets and seat numbers are addressed by the CEO from time to time.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

PIMSE effectively communicates Programme Outcomes (POs) and Course Outcomes (COs) for all programs on its website. It adheres to the prescribed curriculum from the affiliating university, SPPU, operating under the structured Choice Based Credit System (CBCS) and Grading System. The syllabus distinctly outlines the Outcome Based Education (OBE) framework incorporating elements of the National Education Policy (NEP). The institute ensures comprehensive communication by showcasing POs and COs on its website, within the premises, academic files, and during induction programs fostering awareness among all stakeholders.

The syllabus clearly defines the following:

Sr. No	Particulars	Definition	Syllabus
1	**Outcome Based Education (OBE) Approach**	Outcomes are about **performance**, and this implies: a) There must be a performer – the student (learner), not only the teacher b) There must be something performable (thus demonstrable or assessable) to perform c) The focus is on the performance, not the activity or task to be performed	**MBA, MBA-IT & MBA-HRD**
2	**Programme Educational**	A set of **broad future**	**MBA, MBA-IT & MBA-**

	Objectives (PEOs)	**focused student performance outcomes** that explicitly identify what students will be able to do with what they have learned, and what they will be like after they leave school and are living full and productive lives.	HRD
3	Graduate Attributes (GAs)	The **qualities, knowledge and capabilities** that students are encouraged to take responsibility for developing throughout their studies and are the defining characteristics of the students passing out of the program	MBA, MBA-IT & MBA-HRD
4	Programme Outcomes (POs)	A set of **narrow statements** that describes what students (learners) of the programme are expected to know and be able to perform or attain by **the time of post graduation.**	MBA, MBA-IT & MBA-HRD
5	Programme Specific Outcomes (PSOs)	A set of **narrow statements** that describes what students (learners) of a particular specialization of the programme are expected to know and be able to perform or attain by **the time of post graduation**	MBA, MBA-IT & MBA-HRD
6	Learning Outcomes (LOs)	A learning outcome is what a student **can do** as a result of a learning experience. It describes a specific task that he/she is able to perform at a **given level of competence under a certain situation**	MBA, MBA-IT & MBA-HRD
7	Course Outcomes (COs)	A set of specific statements that describes the **complex performances** a student	MBA, MBA-IT & MBA-HRD

		should be capable of as a result of **learning experiences within a course.**	
8	**Teaching and Learning Activities (TLAs)**	The set of **pedagogical tools and techniques or** the teaching and learning activities that aim to help students to attain the intended learning outcomes and engage them in these learning activities through the teaching process.	**MBA, MBA-IT & MBA-HRD**
9	**Outcome Based Assessment (OBA)**	An assessment system that asks course teachers to **first identify what it is that we expect students to be able to do once they have completed a course or program.** It then asks course teachers to provide evidence that they are able to do so.	**MBA, MBA-IT & MBA-HRD**

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Savitribai Phule Pune University has provided program outcomes (POs) and course outcomes (COs) based curriculam for the Master of Business Administration (MBA) / Master of Business Administration in Information Technology (MBA-IT) and Master of Business Administration in Human Resource Management (MBA-HRD) programs.

The individual faculty reviews the learning objectives and specific vital topics, clearly stated in the Course Outcomes (COs). Programme Outcomes and Course outcomes are communicated to students through the website and are also discussed by faculty during the teaching learning process.

The curriculum pushes the MBA/MBA-IT and MBA-HRD programs to the next level, incorporating Outcome-Based Education, which focuses on performance. As per the guidelines from Savitribai Phule Pune University, there must be a performer – the student (learner); something that can be performed, and the emphasis on the performance rather than the activity or task to be completed.

The assessment or evaluation process is based on the desired outcome of the course. The student's assessment is carried out through Comprehensive Concurrent Evaluation and University examination.

Attainment of POs and COs.

PIMSE follows the guidelines of Savitribai Phule Pune University for internal evaluations. Therefore, the assessment of students comprises of 50% evaluation by SPPU and 50% Internal evaluation by the Institute. The scheme of Comprehensive Concurrent Evaluation is explicitly stated, and the linkages established of each CCE with the Course Outcomes and defined the targeted attainment levels for each CO. At the end of the term, aggregate CCE scores are calculated, and the course teacher calculates the CO and PO attainment levels. The attainment of various outcomes like COs, POs, PSOs and PEOs is carried out in different stages namely:

Planning, Implementation, Evaluation and Action Taken.

1. Planning: - Various outcomes are defined and a correlation is established between outcomes and tools used. A mapping matrix is prepared in this regard for every CO, PO and PSO in the program including the elective subjects.

2. Implementation: - An individual faculty member uses different direct assessment tools like Class Tests, Online Examination (Testmoz), Assignments, Poster Presentation, Short Diary, PowerPoint Presentations, Projects etc. for the evaluation of Course Outcomes (COs). POs and PSOs are evaluated by using Course Outcome Attainment and Indirect Assessment Tools like Surveys/feedback from Alumni, Employer, Parents, Students etc.

3. Evaluation: - Attainment of all outcomes are calculated and compared with Target level of attainment for COs, POs, PSOs and PEOs.

4. Action Taken: - If attainment is below expectation, then faculty is expected to either increase the Target level attainment or increase the cognition level in case of deviation from the expected attainment of outcome necessary corrective actions like arranging Expert Lectures, More Tutorials etc. are initiated to improve the outcome as per expectations.

At PIMSE Attainment of POs and Attainment of COs can be measured directly through the performances of students in Continuous Internal assessment by conducting examinations and it can be determined indirectly from the course exit survey. The ratio of the proportional weightage of Internal Assessment and External Assessment is 40:60.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.3

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

Response: 91.7

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
131	150	133	166	149

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
149	172	147	173	154

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.93

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

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
0	0	0	0	0

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:

Poona Institute of Management Sciences and Entrepreneurship is dedicated to cultivating an environment that fosters knowledge creation and technology transfer. The institution has methodically constructed a comprehensive ecosystem demonstrating it's commitment for innovations, Indian Knowledge System (IKS), the awareness and establishment of an Intellectual Property Rights (IPR) cell, incubation centre and other initiatives.

Innovations:

Underpinning the broader ecosystem for innovations, the Institution organizes the flagship event, FESTINA. This annual event provides a platform for students to showcase innovative ideas and talents fostering a culture of innovation and entrepreneurship. The positive outcome is reflected in the diversity of innovative products and ideas presented by students contributing to a vibrant innovation culture within the Institution.

Indian Knowledge System (IKS):

The ecosystem for the Indian Knowledge System (IKS) at the Institution embodies the rich tapestry of systematized disciplines and traditional practices that have flourished in India since ancient times. Encompassing a wide array of knowledge domains, IKS reflects the sophistication attained by these disciplines over generations.The institute adorned its walls with Sanskrit quotes, merging education and environmental wisdom from ancient Indian knowledge. The Sanskrit aphorisms, steeped in Indian philosophical ethos, promote holistic education and environmental stewardship. They embody the ethos that education not only enriches the mind but also nurtures a profound reverence for nature, instilling values that echo the timeless wisdom of India's heritage

Awareness and Establishment of IPR Cell:

The Institute is proactive in raising awareness about intellectual property rights (IPR). It has successfully established an IPR cell recognizing the pivotal role it plays in safeguarding innovation. As a result, the institute has obtained two copyrights and one patent for literary work showcasing a tangible outcome of its commitment to IPR. The IPR cell constitutes the following members:

Dr. Porinita Banerjee - Convenor

Dr. Anjum Sayyad - Member

Mr. Zafar Ahmed Khan -Member

Incubation Centre:

The Institution's Incubation Centre serves as a catalyst for the creation and transfer of knowledge and technology. Within this dynamic environment, the institution has launched four innovative products:

1. Spruce Up – Indoor Plants

2. Naturals Coconut Oil - Extra Virgin

3. Chronic Kidney Disease Prediction using Application Software

4. Res-Q Device

These successful ventures highlight the positive outcomes of the Incubation Centre in translating ideas into tangible products.

Other Initiatives for the Creation and Transfer of Knowledge/Technology:

The Institution has strategically implemented various initiatives to create and transfer knowledge and technology. Collaborations with reputed companies have resulted in timely seminars, skill development sessions, workshops, industrial visits, career guidance and internships for students. Workshops and guest lectures by the Startup and Incubation Cell cover entrepreneurship, startup procedures and mentoring sessions. The positive outcomes include enhanced student knowledge, practical skills and exposure to real-world business scenarios contributing significantly to knowledge dissemination and application.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.2.2

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

Response: 54

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
13	11	12	07	11

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 0.71

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
08	06	00	01	00

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

3.3.2

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

Response: 3

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
00	13	42	07	01

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

3.4 Extension Activities

3.4.1

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

Response:

The institute is committed to develop a sense of empathy and responsibility in their students by instilling values that sensitize them to the various issues within their neighborhood. In line with this goal, a series of extension activities have been carefully crafted and implemented through which the students are involved in helping and serving the less fortunate which in turn enables them to reflect and learn thereby bridging the gap between academic learning and the real world by applying their knowledge and skills to address the social issues thus by creating supportive environment, encourage collaboration , and address concerns related to social well-being.

A plethora of activities encompassing various social issues have been conducted and a few have been highlighted below.

Community Service:

The students through the social cell have been involved in campaigns through which they visited orphanages, conducted rehab activities at the mental hospital, gave out kits in old age homes, organized blood donation camps, planted trees, distributed sweets to the needy, shared smiles with children of special needs, etc.. A street play was conducted at the Cantonment Hospital Pune in support of 'Beti Padao Beti Bachao' campaign which was launched by the Government of India. Services were also provided to the Warkaris during their annual Palkhi march through the city of Pune.

Awareness for key issues like road safety, de-addiction, pedestrian rights, traffic safety were raised by conducting street plays, specially curated programs and sessions. Women were provided with sanitary pads and educated about menstrual hygiene as part of Social initative.

During the Covid-19 pandemic the students distributed masks and food to the community members while

organizing campaigns to increase knowledge regarding safe protocols and vaccines. Stray animals also have been provided food through these extension activities.

Few other activities include 'Swachh Pakwada', Saaf Sutri bakri Eid, 'Swachh Bharat Abhiyan', Good Touch Bad Touch workshop, Gender Equality, Anti-sexual Harassment Flag Ship Program, Resume Drop Box facility for UG community in the campus, Celebrating Azadi Ka Amrit Mahotsav, Taking Voters Pledge that define India's Democrarcy, Observing Vachan Prerna Diwas, Celebrating Marathi Bhasha Diwas, etc.

Environment Service:

Protection and conservation of our earth and its ecosystem is of extreme importance and hence various extension activities that highlighted the importance of water conservation, climate change, vehicular emissions, tree plantations, etc were undertaken. Under the Swachh Bharat Mission, various cleanliness drives were conducted in the neighborhood in addition to planting saplings at the foothills of DY Patil and planting trees at Undwadi Supe, Baramati. A water Tank was installed by the institute at Kharkhel Taluka, Baramati.

These activities have fostered a sense of responsibility, empathy and active citizenship among our students, empowering them to contribute positively to society. We remain committed to continuing these initiatives and exploring new avenues for community engagement and social impact**.**

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.2

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

Response:

Awards and recognition for the extension activities undertaken by the Institute from government or government-recognized bodies play a crucial role in acknowledging the exceptional work carried out by individuals, organizations or institutions in the field of community service and outreach programs. These accolades not only highlight the efforts put forth by the recipients but also serve as an inspiration for others to engage in similar initiatives. The institute is proud of its faculty Dr. Sheena Abraham and Prof. Lionel John D'Mello who received the Best Innovative Teachers Award' provided by the National Institute of Innovation and Entrepreneurship Management (NIIEM) in collaboration with Foresight College of Commerce (FCC), Pune. Dr. Anjum Sayyad and Mr. Talha Ahmed have been felicitated by the Congress Party on Teachers Day for their contribution towards the plethora of social activities conducted by them during the Ramzaan period in the Kondhwa area of Pune. Dr. Vasimraja Sayed was also recognized for his article that was written in the Pune Mirror that highlighted issues regarding Social

Causes.

Beti Bachao Beti Padhao Abhiyan:

Poona Institute of Management Sciences and Entrepreneurship organized a play on *Female Foeticide* in association with Sardar Vallabhai Patel Cantonment Hospital. A letter of appreciation was provided by the hospital in recognition of this activity.

Old Age Home:

Poona Institute of Management Sciences and Entrepreneurship has conducted many extension activities for the residents in old age homes such as yoga sessions, mind body and soul programs, kit distribution and stress management workshops. This initiative and the activities conducted were appreciated by the trust of *PREM NIWAS* and recognition letters were issued.

Unnat Bharat Abhiyan at Baramati Village:

Poona Institute of Management Sciences and Entrepreneurship has conducted numerous drives for planting trees across various areas in Pune and this extension activity was appreciated by the Panchayat Karkhel, Baramati in their letter of recognition.

Ideal Education Trust:

An award of recognition was presented by the Ideal Education trust for the initiative in distribution of clothes to less privileged children on the streets on 5 th June, 2023 undertaken by Poona Institute of Management Sciences and Entrepreneurship

Extension activities during pandemic:

The institute has been recognized for their efforts taken in distribution of Arsenic 31 to fight COVID 19 from Dr. Banerjee's Advanced Homeopathic Clinic. Global Hospital also issued a letter of appreciation for the various awareness programs that were conducted by the institute pertaining to food distribution during the challenging times of COVID pandemic.

Extension activities near institute premises:

Bhartiya Pradhan Mantri Jan Aushadi Kendra appreciated the efforts of the institute in distributing sanitary napkins for the extended community near the institute during the Covid-19 pandemic and Installation of Sanitary Napkin Machine within the institute for as a part of Waste Management Practice

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.3

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

Response: 58

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
09	12	10	11	16

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

3.5 Collaboration

3.5.1

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

Response: 309

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Poona Institute of Management Sciences & Entrepreneurship provides students with a favorable learning environment through adequate infrastructure and physical facilities for various academic, cultural and sports activities.

For the fulfillment of infrastructural requirements, the Institute follows norms and guidelines of the following:

? All India Council for Technical Education (AICTE)

? Savitribai Phule Pune University (SPPU)

A) Infrastructure and Facilities for Teaching Learning:

The following Infrastructure & facilities are available for effective teaching & learning process:

? **Classrooms**: Majority of classrooms are well-equipped with comfortable seating arrangements, proper lighting, ventilation and necessary instructional aids like Whiteboards, Internet, Wi-Fi, LCD Projectors, Smart boards and Podiums to facilitate effective teaching and learning process.

? **Computer Labs**: The computer labs at the institute are state-of-the-art, equipped with high-speed LAN, WiFi, air conditioning, and a power backup system.

? **Library:**There are currently 13,265 books, 8000+ E-Books, 05 Journals, 241 Management related E-Journals, and 248 donated books avaliable in the library.

B) ICT–enabled facilities and infrastructure:

The Institute has 142 computers with internet facility. There are 10 printers, 5 scanners, 10 LCD projectors and 3 photocopiers. Every machine featured antivirus software, including Net Protector and Quick Heal, ensuring comprehensive protection against potential threats and vulnerabilities. Wi-Fi Facility is provided to the students at reading hall and computer lab through 100 Mbps leased line

internet connectivity. Institute's safety is ensured through CCTV survillenence encompasing the campus.

? **Smart Classrooms**: The Institute has smart boards, projectors and audio-visual aids to support digital learning, research, and communication.

? **Digital Library**: The institution provides access to digital libraries and online databases, Integrated Library Management System (ILMS), E-Journals and E-books, enriching the learning and research competency of faculty and student fraternity.

? **Learning Management System**: Books circulation is carried through LIMRA software as per the Library policy. 03 books are issued for 15 days, Ebooks, Knowledge Gainer, NPTEL Videos and CDs. are also available for students and faculties.

? **Language Lab:** The language lab ensures enhancement of communication proficiency amongst students by conducting regular classes through licensed Software -.**Spears Language Lab.**

C) Facilities for Cultural and Sports activities

? **Cultural Activities**: Various cultural activities are conducted in spacious, air-conditioned Auditorium hall availbale in the premises . Posters and brochures from other institutes, colleges and universities are displayed on the notice board and circulated through whatsapp groups to make the students aware   about the events.The mega flagship event "FESTINA" is organized to inculcate entrepreneurial, management and leadership skills amongst students, additionally innumerable cultual events like - skit, singing etc are organised at Intercollegiate and University level.

? **Sports Facilities:**. For sports enthusiasts, the institution has a well-maintained Sports Arena that includes facilities for indoor and outdoor sports. We have a sports hall for indoor sports activities like Carrom, Chess, Table Tennis, etc. The outdoor grounds accommodate sports like Basketball,Volleyball, etc.

? **Yoga Center:** To ensure mental and physical wellbeing of students and faculties dedicated space is available that allows to practice yoga and meditation, promoting relaxation, concentration and stress management.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.1.2

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

Response: 8.43

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
32.44	1.32	0.09	3.60	0.65

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Library automation and e-resources have become an essential part of managing library operations efficiently and effectively. In alignment with the same, Poona Institute of Management Sciences & Entrepreneurship (PIMSE) uses computer-based systems, technologies and services. The library is automated with an LIMRA Integrated Library Management System (ILMS).

Automation of library using LIMRA ILMS Software:

The Institute Library is streamlined with the LIMRA Library Management Software, a comprehensive system for managing the library's resources. This automation is complete and has been in place since 2017.

LIMRA software encompasses various modules, including:

- Book Acquisitions
- Book Cataloguing
- Book Bar coding

- Book Circulations
- Students Data
- Reports

The automation and digitalization at the library offer various services and facilities including:

- Barcode-based circulation service
- Digital Library Facility
- e-books and e-journals
- WiFi and LAN Internet Facility
- Reference Service
- News paper Service
- Current Awareness Service
- Mobile Library

Library Membership: Library Membership is provided to faculty members and students of the college. LIMRA Software installed enhances the procedure of generatingLibrary Cards for students and staff by feeding the information of the users.

Adequate subscriptions to E-Resources and Journals

PIMSE has adequate subscriptions to e-resources and journals like DELNET, ViSiOn Video Library and J-Gate.

DELNET: PIMSE has been a member of Delnet (Developing Library Network) since 2017. It Provides access to more than 5597 e-books and 400 e-journals.

DELNET ViSiOn Portal: The Institute is also a member of the DELNET ViSiOn (Video Sites Online) Portal where faculty and students can access 5000+ Management and Computer-related video lectures delivered by the subject matter experts (SMEs)..

J-Gate: The Instutute has adequate subscriptions to J-Gate which provides access to 66,911 e-journals and 35,172 open-access e-journals.

Name of service subscribed to	Details
Delnet	Networking libraries and Spreading Knowledge in India
Knowledge Gainer	Knowledge Gateway to Access Information
Management e-journals	240 Online e-journals on Management Science
National Digital Library	Indian Institute of Technology Kharagpur.(4.5 crore +)
J-Gate:	Access to 66,911 e-journals and 35,172 open-access e-journals
Shodhsindhu Membership	Online e-resources requisition system

Average annual expenditure (Amount in Rs) for purchase of books and e-books and subscription to journals and e- journals during the last five years is mentioned below:

Library has spent Rs. 0.36 Lakhs on the purchase of books and e-books, journals and e-journals during

the last five years.

Usage of the library: Students and faculty members uses the library optimally

Open Source E-Resources: The Institute has subscribed to multiple open e-resources, including e-journals, e-books, the National Digital Library of India, E-ShodhSindhu, Viday-Mitra, Open E-library & Google Scholar etc. These resources provide access to a wide range of learning materials, such as video lectures, research papers and other educational content. Remote access to these resources is also provided to ensure convenience for users.

The Institute closely monitors the usage of the library to assess the effectiveness of the resources and services. Automation of the Institute's library has been proved to be significant and it has helped the Institute to handle library operations efficiently and effectively.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

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

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

Response:

Information and Communication Technology (ICT) plays a pivotal role in the teaching-learning process. Therefore, the Institute's IT facilities are adequate and updated regularly as per the need. Poona Institute of Management Sciences and Entrepreneurship has an IT infrastructure with 10 printers, 05 scanners, 10 LCD Projectors and 142 personal computers including 29 personal computers for academic and administrative usage. The Institute has licensed Net Protector and Quick Heal Antivirus software for data protection.

The following facilities are created for the benefit of students:

- Internet access is provided through a leased line with a speed of **100 MBPS.** Leased Line and **8 Mbps Broadband.** The Institute's Digital Library includes 10 computers and 30 computers has been installed for Language Lab.
- The computers in the Language Lab are equipped with Spears Language Lab Software to enhance the English communication skills of students.

- The Institute has well-equipped Computer Lab with the latest configuration and internet facility for Project Work, Online exams, Exam form filling, Scholarship form filling, conducting sessions related to MS Excel, preparing Presentations and preparing Assignments.
- Institute also has a Wi-Fi facility for the staff and students to access the high-speed internet on their laptop and mobile devices within the campus.
- LED Television with cable connection has been installed in the corridor for upgrading the knowledge of students and faculties related to news on current affairs and stock markets
- LCD Projectors are installed in classrooms, seminar halls and the computer lab for displaying power point presentation.
- Faculty members and office staff are provided with computers with internet connection in their cubicles.
- Printing and scanning facilities are available in the library.
- CCTV camera for 24/7 surveillance.
- The Institute's library is automated with a system for Library Information Management LIMRA Software. It has made the functioning of the library simpler, more convenient, more efficient and more effective.
- The Institute has a Digital Library facility where users can access e-resources like DELNET: Developing Library Network, Knowledge Gainer, E-Journals, Indian Manuscripts and National Digital Library Membership. The Institute is a member of the National Digital Library (NDL) and e-Shodh-Sindhu; the e resources of these organizations are also accessible to the students and faculty members.
- Institute has fully computerized its financial records with Tally version 9.0 software.
- The Institute has a digital payment facility that helps in doing online transactions.
- UPS Facility for backup to all the computers is being provided.
- Generator backup with a capacity of 20 KVA is available in case of interruption in the power supply.

Details of IT Infrastructure include:

Sr. No	Specification	Quantity
1	Desktop Computers	142
2	Colour Printer	01
3	Laser Printers	09
4	Smart Board	03
5	Server	01
6	UPS (Uninterupted Power Supply)	01
7	DSLR Camera (Canon 700D)	01
8	Web Camera	01
9	LCD Projectors	10
10	Photocopy Machines	02
11	Scanners	05
12	Collar Mic	01
13	Hand Mic	03
14	Pen Drives	15
15	WiFi Access Point	09
16	Headphones	20
17	CCTV Cameras	40

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3.2

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

Response: 3.94

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

Response: 113

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 81.25

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
123.84	42.93	32.20	69.50	98.98

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 74.41

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
382	358	302	270	229

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 62.39

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
329	183	214	259	307

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 3.16

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
06	4	00	00	00

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
79	79	40	67	51

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

5.2.2

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

Response: 0

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

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

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

5.3 Student Participation and Activities

5.3.1

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

Response: 21

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
06	07	01	01	06

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

5.3.2

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

Response: 15.2

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
18	26	10	11	11

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

Poona Institute of Management Sciences and Entrepreneurship has an active registered Alumni Association named as *PIMSEAA*. The Institute takes immense pride in the registered alumni association, a vibrant community of former students who continue to contribute significantly to the development of the Institute. Since the establishment of the Institute in 1990, the alumni have excelled in their respective fields making their mark in renowned companies, organizations and entrepreneurial ventures on a Global, National, State and Regional level. Their success stories serve as an inspiration and motivation for the students to strive for achieving great heights in their professional growth.

In order to recognize the immense potential of the Alumni Network, PIMSE has initiated **Alumni Mentorship Series** to bridge the gap between the esteemed alumni and the aspiring students, facilitating invaluable mentorship and support. It brings together successful alumni from diverse domains to share their experiences, insights and knowledge with the students. These initiatives provide a unique opportunity for students to gain real-world perspectives, learn about innovations and recent trends adopted by the industry.

The Institute also host Alumni Meets fostering a strong bond between the alumni and the Institute. These gatherings provide a wonderful platform for alumni to re-live the wonderful memories and reconnect with their batch mates, faculty members and the Institute as a whole. It serves as a testament to the enduring relationships formed during their time at the Institute.

The Alumni enthusiastically contribute in various Campus Events, Guest Lectures and Panel Discussions enriching the academic and cultural atmosphere of the Institute. Their inclusion as mentors, advisors in various cells and committees and role models, propels student to develop a sense of purpose, motivation and the drive to succeed.

Most of the Alumni have been offering endowments to the institute over the years as a token of their love and appreciation as well as sponsoring prizes and certificates for various events organized in the Institute for the students.

The Alumni offers valuable inputs and guidance to the students about the necessary attributes and qualities which a students need to possess to fit into the job profile while working in the corporate. They also help in identifying the lacuna between the Corporate and the Academia through feedback mechanism and suggests the right skill set to be incorporated in the MBA curriculum to train the students as per the industry requirement by inculcating the desired competencies in them.

PIMSE's Alumni Association diligently contributes to the development of the Institute through placements of the students in various domains and other key areas fostering an environment of excellence. Their contributions directly impact the quality of education and overall growth ensuring that the institute continues to provide a world-class learning experience, so as to achieve institute's mission.

The commitment, generosity and dedication of the alumni to the development of our Institute exemplify the true spirit of giving back. The Institute is honored to consider them as its partners in success and mutually working together to empower and inspire future generations.

File Description	Document
Upload Additional information	[View Document]()
Provide Link for Additional information	[View Document]()

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision

To develop PIMSE as a Premier Global Management Institute of Excellence with a view to developing outstanding, dynamic and enterprising business professionals

Mission

- To strive for excellence in providing high quality, outstanding and inspirational management and leadership skills

- To create and sustain an environment that is conducive to academic and professional excellence

- To develop socially committed and responsible individuals.

- To provide world class quality management education

- To strive to inculcate ethical values and a spirit of entrepreneurship among students

Alignment with National Education Policy (NEP):

Poona Institute of Management Sciences and Entrepreneurship, affiliated with Savitribai Phule Pune University, is committed to the principles of the NEP. This commitment is evident through various institutional practices:

1. Emphasis on multidisciplinary education and knowledge driven society

2. Faculty training for quality teaching.

3. Adherence to Savitribai Phule Pune University guidelines with a choice-based credit system.

4. Focus on skill development through real-world exposure, workshops, seminars, and guest lectures.

Sustained Institutional Growth:

PIMSE's commitment to sustained growth is reflected in key initiatives:

1. International Collaboration with X-Culture to foster global project exposure to students .

2. Established authorized training center of excellence of latest IT tools i.e PaloAlto, Celonis, AWS and Alteryx for developing IT excellence among students.

3. Free Certification, guest lectures and workshops for enhancing employability skills.

4. Academic Industry Collaborations facilitates knowledge exchange, research partnership, industry relevant curriculum development, internships and other initiatives that bridge the gap between academia and industry, stimulating mutual growth and development.

5. Start up and Innovation Cell inculcates entrepreneurial skills among students.

6. Industrial visits facilitates students with firsthand exposure to real-world business operations, nurturing practical understanding of theoretical concepts, supplementing academic learning, a holistic perspective on their chosen field and preparing them for successful transitions from education to professional world.

7. Emphasizing experiential learning through case studies ensuring students apply theoretical knowledge to practical scenarios enhancing their problem-solving and critical thinking skills.

8. Professional growth, teaching skills, research extension, student engagement and technological adaptability obtained through continous faculty development programmes.

9. ??va -the social cell facilitates social connection to promote inclusivity and foster a sense of belonging within the institute through multiple programes..

10. Inclusion of marginalized and economically deserving candidates is facilitated through financial aids – Freeships, Scholarships, Fee Waivers and Installment facility to encourage higher education.

Decentralization and Participative Management:

PIMSE promotes a culture of decentralization and participative management, ensuring effective decision-making and addressing issues promptly:

1. Academic decentralization through the Director, program coordinators, and faculty members.

2. Administrative decentralization managed by the office superintendent, clerks, accountants, and other staff.

3. Student activities overseen by the event coordinator with the support of faculty members, and students.

PIMSE's institutional governance and leadership are seamlessly aligned with its vision and mission, evident in its commitment to NEP, sustained growth, and a culture of decentralization and participation. These factors contribute to the short-term and long-term Institutional Perspective Plan ensuring a holistic and exemplary educational experience for its students.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The Institute has developed a perspective plan for effective functioning of the academic and administration in line with its vision and mission statement. It has been designed by the Institute for five years (2018-2023) taking into consideration the suggestions from various stakeholders.

The following case study encapsulates the Institute's commitment to bridge the gap between academia and industry.

Case Study: Building Synergies: Implementation of Collaborative Industry Engagement Initiatives

Sr. No	Strategic Plan Initiative	Activity
1	Foster Industry-Academia Collaborations	Seminars, conferences
2	Establishment of collaborative partnerships	Guest lectures and workshops
3	Identification of Industry engagement opportunities	MoU's and Industrial visits
4	Facilitation of Student Industry Integration	Internships and placements
5	Enhancement of Industry Connectivity	Participation in conclaves and networking events
6	Provision of industry specific skills	Certifications/value added programs
7	Promotion of global competencies in Research and	Joint Research and Development (X Culture)

	Development	
8	Recognition as Industry center of excellence and academic partner	Training center for PaloAlto Networks, AWS and Celonis

Formation of statutory bodies for the execution of Institutes' Strategic Plan

1. College Development Committee

2. IQAC

3. Academic Advisory and Monitoring Committee

4. Student Counseling and Mentoring Cell

5. Examination Committee

6. Staff and Student Feedback Committee

7. Start Up & Innovation Cell

8. Institution Industry Cell (Training & Placement Cell)

9. Research & Development Committee

10. Social Cell (Seva)

11. Library Advisory Committee

12. Grievance Redressal Committee

13. Anti Ragging Committee

14. Women Grievance Redressal Committee

15. Internal Complaints Committee (ICC)

16. Sports & Cultural Committee

17. Alumni Association

18. Staff Development Committee

19. Student Development Committee

20. Green Committee

21. Minority Cell

22. Divyang Cell

23. Saman Sandhi Kendra (Committee for SC/ST)

24. OBC Cell

25. IPR

Administrative Setup – The College Development Committee (CDC) is the decision maker and the decisions are disseminated by the Director to the IQAC, teaching and non teaching staff members. The Director is in charge of both academic and administrative set up.

The Institute follows the academic calendar directed by Savitribai Phule Pune University and the academic quality initiative is planned by IQAC. Class and Specialization Coordinators are appointed for the smooth execution of the classes. The office superintendent is in charge of the accounts and establishment sections. Statutory and non statutory committees are formed for decentralized decision making and participative management.

Appointment and Service Rules:

Faculty recruitment is conducted as per the norms of SPPU and AICTE. Vacancies are advertised in two daily national newspapers. Applications are accepted from eligible candidates within 15 days. A selection committee consisting of the Chairman, General Secretary, one or two trustees, Director and three subject experts are formed. Interview dates are fixed and the candidates are issued call letters for their interview and the eligible candidates are selected on the basis of merit by issuing appointment letters to them. Candidates have to submit all required documents to the University for seeking their approvals.

The Institute strictly follows the service rules according to the norms of Savitribai Phule Pune University and Government of Maharashtra.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Performance Appraisal System:

Yearly increments are provided to individual staff members and Ph.D increments are also provided to those faculties who have completed their PhD. The Institute follows a systematic performance appraisal system. Every half yearly, all the staff members have to submit the Faculty Engagement Index which evaluates the faculty on parameters such as lecture workload, research contribution, social contribution and industry interaction. The same is verified and confirmed by the Director with her remarks which is then forwarded to the Management. Staff members are given revision in DA and additional increments based on the report submitted.

Welfare measures

1) Pursue academic interests for higher education: The Institute encourages its staff members to pursue their academic interest by enrolling themselves for higher education programmes such as Ph. D.

2) Management Development Programme: The Institute organizes management development programs for the staff members. The Institute bears the expenditure for such programs which benefits the

staff.

3) Training Program for Non Teaching Staff : The institute conducts various administrative training programs for the non teaching staff members every year to upgrade their administrative competency.

4) Financial assistance: The Institute supports the professional growth of its staff members' by encouraging them to participate in training programs, conferences, workshops, seminars and faculty development programmes by providing them with on-duty leave and financial support.

5) Publication of research papers: The Institute encourages the faculty members to publish research papers in reputed journals/ conferences by organizing Self and QIP sponsored seminars to provide free publication opportunities and also regular guidance sessions organized by Research & Development Cell regarding intricacies of research publications.

6) Personal accident and workers welfare (accident) policy: The staff members are covered under the personal accident and workers welfare (accident) policy for which the premium is paid for by the Institute.

7) Contributory PF schemes: The Institute actively contributes to the provident fund of its staff members ensuring financial security.

8) Uniforms: The Institute provides uniforms, including blazers, shirts and pants for all staff members underscoring its commitment to fostering a professional appearance among its workforce.

9) Interest free Loan: The Institute offers Interest free loans to the non teaching staff members which are collected back in installments by deduction from their salary.

10) Fees concessions: The Institute provides fee concessions to the children of its staff members, ensuring accessible educational opportunities for the next generation

11) Eid Bonus : An annual Eid Bonus is provided to menial staff recognizing and celebrating cultural festivities.

12) Leaves: The Institute provides compensatory leaves, medical leaves, duty leaves, earned leaves, to its teaching and non teaching members.

13) Work life balance: The Institute promotes work life balance through flexi work arrangements thereby maintaining a healthy balance between their personal and professional lives.

14) Recreation and get together: The Institute organizes recreational and get together opportunities to forge strong bonds among the staff members.

15) Recognition and rewards: The Institute recognizes and rewards staff members' achievements and contributions which boosts their morale and motivation.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.3.2

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

Response: 65.88

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
15	03	00	16	22

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

6.3.3

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

Response: 46.49

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
11	05	10	04	23

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
06	06	05	06	06

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The Institute has devised strategies for mobilization and optimal utilization of resources and funds from various sources which assists in ensuring that the Institute has the necessary financial means to carry out its activities effectively and efficiently.

Furthermore, the Institute conducts financial audits regularly, both internal and external to maintain transparency and accountability thereby helping in identifying irregularities or areas for improvement.

Resource Mobilization:

The Institute is a self financed Institute. The major source for mobilization of funds is through the tuition and development fees received from the students. The students pay their fees from the numerous scholarships which they receive from various Central and State Government schemes. The State Government credits the scholarship amount of students who opted for EBC, OBC, SC, ST scholarships directly into the Institute's account. Also, scholarships are provided to select need based students from donors. Besides, the Institute receives grants from its affiliating University i.e. SPPU for conducting seminars and conferences.

Optimal utilization of resources:

A budget is prepared which involves setting clear priorities, allocating resources accordingly and regular monitoring. A major portion of the income is used for the payment of salaries which includes salary paid to teaching and non-teaching staff, guest lecturers, visiting faculties and non salary expenses include purchase of equipment, infrastructure maintenance, furniture repair and maintenance, office expenses, printing and stationary and miscellaneous expenses, etc. Also, the funds are utilized for the professional development of staff members which enhances their skills and knowledge for effective teaching learning practices.

The Institute allocates adequate amount of funds for the growth and all round development of the students. The Institute conducts various events and activities such as the induction programme, orientation programme, industrial visits, guest lectures, subscription of the mint newspaper, freshers day, certification programmes, English language laboratory, farewell day, training and placement activities, sports activities, etc to ensure holistic development of the students. Students are also encouraged to take part in different competitions such as the summer internship projects and various extra - curricular activities. The Institution supports by providing registration fees and travelling expenses for the same. Also, sufficient funds are set aside for the enhancement of Library wherein funds are allocated for purchase of books, subscription of research journals and magazines, newspaper, etc.

Conduction of financial audits:

The Management of our Institute has appointed qualified internal and external auditors for the purpose of conducting financial audits regularly.

Internal audit: The internal audit is done by M/s. Samiya Shaikh and Associates on a quarterly basis. The internal audit team collects and scrutinizes all relevant data, documents and information such as the bills and vouchers which are related to the audited areas. After analyzing, the team documents all the findings related to inefficiencies, deficiencies and compliance gaps. A comprehensive internal audit report is prepared in detail along with the recommendations and suggestions for improvement which is shared with the Management and the Institute.

External audit: The external audit is carried by Syed & Co. on an annual basis at the completion of the financial year. Various important checks and verifications are done by the external auditor team. The underlying objective of the external audit is to provide an opinion on the fairness, transparency and

accuracy of the financial statements of the Institute.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

I) IQAC's Quality Assurance Initiatives:

A) Curriculum Planning & Delivery:

The IQAC's commitment to quality assurance is evident through its multifaceted initiatives. The IQAC meticulously structures the academic calendar ensuring organized execution of teaching plans. Regular departmental meetings foster collaborative planning and optimal subject allocation aligns faculty expertise with course requirements. The systematically designed teaching plan contributes significantly to effective learning outcomes.

B) Student Enrichment Programs:

Various student enrichment programs are conducted by IQAC which includes workshops, seminars and guest lectures to expose students to diverse perspectives enriching their overall learning experience. The Alumni Mentorship Series facilitated by IQAC provides practical insights bridging the gap between academia and industry. It also ensures the incorporation of industrial visits offering students practical exposure and linking theoretical knowledge to real world applications. The IQAC enhances students' skill sets and competitiveness in the job market by encouraging them to participate in international projects, internships and various certification courses.

C) Staff Development Programs:

The IQAC advocates the active participation of the faculty members in staff development programs such as MDP's, FDP's and various training programs thereby ensuring a continuous enhancement of professional skills and development which significantly contributes in positively influencing teaching quality.

II) IQAC Review Mechanism:

A)   Teaching-Learning Review:

As part of the Teaching-Learning Review, IQAC ensures a thorough assessment over the entire semester through Continuous Internal Evaluation (CIE).The Course Completion Report provides a comprehensive overview of the fulfillment of objectives throughout the duration of the course. The IQAC collects feedback from various stakeholders promoting constant improvement in our educational methods.

B) Structures and Methodologies:

Administrative & Academic Audit is conducted to ensure enhanced efficiency, transparency and adherence to academic standards. The commitment to environmental sustainability is evident in Environment Audit thereby promoting eco-friendly practices. The Green Audit further contributes to a responsible and sustainable educational ecosystem. The Energy Audits pave the way for resource optimization and sustainable operational practices aligning with the Institution's dedication to holistic and environmentally conscious education.

C) Monitoring of learning outcomes at periodic intervals:

The IQAC conducts a comprehensive review of the learning outcomes achieved by our students. The systematic evaluation aims to provide a holistic understanding of the effectiveness of educational programs within the Institute. This involves a nuanced analysis of student performance, assessment results and feedback from diverse stakeholders. By monitoring learning outcomes, the IQAC ensures that our educational programs are dynamic, responsive and aligned with the evolving needs of the academic landscape.

III) Records Incremental Improvement:

The IQAC diligently records incremental improvements across diverse aspects. Successful student placements affirm the practical relevance of the curriculum. Intercollegiate competition participation showcases enhanced student skills. Increased faculty research publications contribute to academic excellence elevating the Institution's reputation. Awards, recognitions, ISO certification and NIRF participation all strengthen our Institution's commitment to excellence. Additionally, the IQAC's initiative in promoting a digital library enhances accessibility creating a conducive learning environment.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Poona Institute of Management Sciences and Entrepreneurship recognizes the profound importance of fostering an inclusive environment that promotes tolerance, celebrates diversity and instils a sense of harmony among the students and staff. Our institutional efforts and initiatives are designed to address cultural, regional, linguistic, communal and socioeconomic diversity while simultaneously sensitizing the community to their constitutional obligations.

One of the impactful initiative is the annual "**Saaf Suthari Bakri Eid**" rally where the students actively engage in creating awareness about the importance of clean and safe celebration during Eid festival. This event not only promotes responsible festivities but also nurtures a sense of respecting traditions while being mindful of the environment.

In alignment with our commitment to social responsibility, students extend compassionate hands by distributing food to the participants ofPandharpur Wari pilgrimage. This noble endeavour reflects the institutes vision of contributing to community well-being and promoting the values of sanitation, peace and harmony. Such initiatives instil a sense of empathy and social responsibility in the students reinforcing the importance of active engagement with diverse communities.

PIMSE's dedication to cultural understanding is exemplified through educational visits to notable landmarks including the Aga Khan Palace, Parvati Museum and the Tribal Cultural Museum. These excursions play a pivotal role in broadening students' horizons fostering cultural awareness and understanding. Such experiences are integral in cultivating an inclusive and tolerant mindset essential for navigating the complexities inherent in a diverse society.

Cultural day and Traditional day are also celebrated at the Institute. These festivities offer a platform for the students to proudly showcase and share their ethnic heritage thereby encouraging cross-cultural interactions, mutual understanding and appreciation among the students.

The Institute's commitment to inclusivity further extends to active engagements with various sections of society. Regular visits are organised to old age homes, hospitals and orphanages embodying our dedication to create a compassionate and harmonious society. Donation drives are organised, books and clothes are collected and contributed to promote socio-economic equality and provide support to those in need.

Sensitizing the students and employees to their constitutional obligations is a fundamental aspect of the educational philosophy. The institute believes that academic excellence is incomplete without a profound understanding of the values, rights, duties and responsibilities enshrined in the constitution of the country. To achieve this, we integrate specialized workshops and seminars into the curriculum fostering discussions on constitutional principles. These sessions empower individuals to navigate their roles as responsible citizens emphasizing the significance of equality, freedom, justice, and democracy.

The commitment to make the students aware, guest lectures by legal experts and constitutional scholars are being organised. These real-world perspectives provide practical insights into the application of constitutional principles. Workshops on social justice issues, human rights, and ethical governance contribute to developing a socially conscious mindset among the students and employees. The goal of the institute is to nurture individuals who not only excel in their professional endeavours but actively contribute to society's betterment through informed and responsible citizenship. The institute also commemorates diverse pledge and oath-taking events, such as Constitution Day and Voters' Day, aimed at fostering values of integrity, responsibility, and social commitment.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Poona Institute of Management Sciences and Entrepreneurship recognizes the profound importance of fostering an inclusive environment that promotes tolerance, celebrates diversity and instils a sense of harmony among the students and staff. Our institutional efforts and initiatives are designed to address cultural, regional, linguistic, communal and socioeconomic diversity while simultaneously sensitizing the community to their constitutional obligations.

One of the impactful initiative is the annual "**Saaf Suthari Bakri Eid**" rally where the students actively engage in creating awareness about the importance of clean and safe celebration during Eid festival. This event not only promotes responsible festivities but also nurtures a sense of respecting traditions while being mindful of the environment.

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PIMSE's dedication to cultural understanding is exemplified through educational visits to notable landmarks including the Aga Khan Palace, Parvati Museum and the Tribal Cultural Museum. These excursions play a pivotal role in broadening students' horizons fostering cultural awareness and understanding. Such experiences are integral in cultivating an inclusive and tolerant mindset essential for navigating the complexities inherent in a diverse society.

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The commitment to make the students aware, guest lectures by legal experts and constitutional scholars are being organised. These real-world perspectives provide practical insights into the application of constitutional principles. Workshops on social justice issues, human rights, and ethical governance

contribute to developing a socially conscious mindset among the students and employees. The goal of the institute is to nurture individuals who not only excel in their professional endeavours but actively contribute to society's betterment through informed and responsible citizenship.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE I: "Nurturing Creativity and Entrepreneurship through Entrepreneurial Activities & Initiatives."

OBJECTIVES OF THE PRACTICE:

Inspire Innovation: Cultivate a culture that inspires students to think creatively, fostering an environment where innovative ideas can thrive.

Entrepreneurial Skill Development: Equip students with essential entrepreneurial skills, including ideation, business planning, and execution, to empower them in their future endeavours.

Real-World Application: Exposure to real-world scenarios, preparing them to overcome challenges of entrepreneurship.

Networking Opportunities: Facilitate connections with industry experts, successful entrepreneurs, and mentors to broaden students' perspectives and encourage valuable networking.

Incubation Support: Stimulates mentorship for students to incubate and develop new ideas.

Life-Long Learning: Instil a passion for continuous learning and adaptation, to stay abreast of industry trends and evolving entrepreneurial landscapes .

THE CONTEXT:

Our Institute recognizes the paramount importance of nurturing creativity and entrepreneurship among our students, essential for individual success and also crucial for societal progress. Committed to facilitate students with holistic education , extends to create an ecosystem within the institute , instils

mindset that values creativity, risk-taking, resilience, educates and empowers students to become entrepreneurs and innovative thinkers through structured entrepreneurship activities and initiatives.

THE PRACTICE:

The practice of "Nurturing Creativity and Entrepreneurship through Entrepreneurial Activities & Initiatives" our institute reflects a comprehensive commitment in cultivating an entrepreneurial mindset and fostering a culture of innovation among students.

- Our university (SavitribaiPhule Pune University) integrated real-world applications into the curriculum, incorporating a **separate university Level (UL) paper** which allows students to apply theoretical knowledge, encouraging creative problem-solving, critical thinking, and adaptability.
- Experiential learning lies at the core of our practice. We believe that entrepreneurship is best learned by doing. In addition to in-class experiences, **our institute stimulates through MOUs with bodies like CII, PMA & NIPM and series of entrepreneurship activities** . These include our flagship **event FESTINA (food & Art fest), workshops, Guest Lectures, seminars ,**.that empower students to explore their creativity, collaborate with peers, and refine their innovative ideas.
- **Incubation support** system empowers students to bring their ideas to fruition, fostering a sense of ownership and responsibility for their ventures.

EVIDENCE OF SUCCESS:

- Tangible outcomes are observed through remarkable achievements and transformation of our students.
- The institute's approach towards entrepreneurship has sparked a surge in student interest resulting into **Increased interests of students towards entrepreneurship activities** as the students demand more activities and events on entrepreneurship as suggested by them during feedback taken and incorporated in Action taken Report and IQAC.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:

Problems

- Limited Awareness: Some students and staff lack awareness of the initiative's benefits, hindering participation.
- Resource Constraints: Limited funds for organizing workshops, securing mentors, and providing incubation support.
- Sustainability Challenges: Maintaining long-term engagement and sustaining enthusiasm over time can be challenging.

Resources Required

- Financial Support: Secure funding for students and incubation support.
- Continuous Evaluation: Implement regular assessments to gauge the initiative's impact, identify areas for improvement, and ensure sustained engagement.
- Community Engagement: Foster partnerships with local businesses, industries, and alumni

networks to provide additional resources, mentorship, and support.

BEST PRACTICE II: "Empowering Futures: Navigating Government Scholarships & Fee Concession support for Students"

OBJECTIVES OF THE PRACTICE:

The objectives of implementing this best practice of Navigation for state and central scholarship schemes & Fee Concession support are as follows:

- **Enhance Financial Access:** Increase the accessibility of government scholarships for eligible students by providing comprehensive information, guidance, and support throughout the application process.
- **Promote Equity and Inclusivity:** Foster an inclusive environment by ensuring that all eligible students, irrespective of their background, are aware of and can access government scholarships, promoting equity in educational opportunities.
- **Maximize Student Utilization:** Encourage eligible students to maximize the utilization of available government scholarships.
- **Financial Accessibility and Affordability:** Facilitated by providing fee concession support, ensuring that financial constraints do not hinder academic pursuits.
- **Supporting Socioeconomic Diversity:** Offered through fee concessions, creating an inclusive environment that accommodates students from various economic backgrounds.
- **Alleviating Financial Burden:** Eligible students, enabling them to focus on their studies without undue stress about tuition fees and other educational expenses.
- **Promote Gender Equality in Education:** Equal opportunity is provided for scholarship guidance & fee concession support, aiming to reduce financial barriers and foster gender equality in academic prospective.

THE CONTEXT:

Within the management education landscape, **scholarships & fee concession play a crucial role in promoting merit, financial support, socioeconomic diversity, and inclusivity.** These aim to **support deserving students by providing financial assistance, thereby reducing the burden of tuition fees and other educational expenses.** Support is extended through awareness, guidance , documentation on scholarship schemes and fees concession. **This context also empowers female students enabling them to pursue their management education without being limited by financial constraints.**

THE PRACTICE:

- Offered workshop & one-on-one counselling sessions to help students fill the scholarship.
- Assistance in form filling, documentation, and ensuring timely submission to external agencies.
- Invited representatives from government agencies to share insights on scholarship and clear queries.
- Regularly updated scholarship information and application deadlines on the dedicated online platform and groups.
- Provided support to students also to female students through Fee concession at the time of financial crisis & problems.

EVIDENCE OF SUCCESS:

- **Attainment of Professional Degree by Economically weak, Minority category and Backward Students.**
- **Increase in the Number of Scholarship Applicants**
- **Increase in the Amount of scholarship Disbursement.**
- **Increase in the number of Fee concession application approvals.**
- **Increase in the Amount of Fee concession.**

PROBLEMS ENCOUNTERED AND RECOURSES REQUIRED:

- *Limited Reach and Engagement:* Reaching and engaging many graduate students can be a challenge. Students may have varying levels of access to information channels, making it difficult to ensure that all eligible students receive the necessary information about scholarship opportunities.
- *Complex Application Processes:* The application processes for scholarships can be complex, requiring students to gather various documents and meet specific submission deadlines. Navigating these requirements while juggling academic commitments and other responsibilities can be demanding for students.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

HOLISTIC WELLBEING APPROACH OF BUILDING INDIVIDUALS

"Health is a state of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity." - World Health Organization, 1948

For Poona Institute of Management Sciences and Entrepreneurship (PIMSE) each of students and staff alike, forms an integral piece of the mosaic and is the foundation of the institute. In the pursuit of academic brilliance, let us not lose sight of human experience the highs, the lows, and the shared moments that define our journey. Adopting a holistic approach to well-being in educational institutions

benefits both students and staff by creating an environment that nurtures physical health, mental resilience, and positive social interactions. This, in turn, contributes to improved academic performance, increased job satisfaction, and the overall development of individuals within the community.

WHY HOLISTIC WELLBEING?

Holistic well-being is imperative for individuals to thrive in every aspect of life. It recognizes the interconnectedness of physical, social factors and mental aspect, which may not have precise measurements. By addressing physical, mental, and social aspects, we can ensure a balanced and resilient foundation of an individual life.

To Act towards Stress Reduction:

- Integrating wellness practices into the academic environment fosters mental resilience, reduces stress-related risks, and supports overall health. This proactive approach enhances the quality of life for staff and students.
- The National Crime Records Bureau (NCRB) released data on suicidal deaths in India in August, 2022, a rate of 12 (per lakh population) and this rate reflects a 6.2% increase during 2021 over 2020. **Most suicides were reported in Maharashtra** followed by Tamil Nadu, Madhya Pradesh, West Bengal, and Karnataka. A significant proportion of these individuals were students. **As many as 13,039 students died of suicide.**
- **The economic status of the suicide victims, 64.2% (1,05,242) were having annual income of less than Rs. 1 lakh.**

To Enhanced Students & Employee Productivity:

- For staff, physical and mental well-being are directly linked to increased productivity and job satisfaction.
- Students willingly participate in various activities and events and get increasingly involved.

To Improved Academic Performance & Retention:

- Physical well-being contributes to increased energy levels and improved concentration.
- Mental wellbeing also contributes towards involvement and association of students towards the course as they intend to complete it without dropping it out.
- Mental well-being enhances cognitive functions, problem-solving skills, positively impacting learning outcomes.

Long-term Health Benefits:

- Encouraging healthy lifestyle choices among students and staff can have long-term health benefits.
- Investing in well-being programs can lead to a more resilient community.

Community Building:

- Well-being programs provide opportunities for community-building activities, fostering a sense of unity and shared purpose.

- Strong social connections contribute to a supportive environment.

THREE DIMENTIONAL INSTITUTE EFFORTS & INITIATIVE TOWARDS BUILDING HOLISTIC WELLBEING COVERING MIND, BODY & SOUL:

MENTAL WELLBEING

- Institute **organizes workshops, Guest Lectures, for staff & students** on topics covering mental wellness & Stress.
- Institute gives **Freeship support to economically weaker students** to support them to fulfill their dream of attaining professional degree.
- Institute also **help and support students for applying for various government scholarship schemes.**
- **Eid Bonus:** Eid Bonus is given to Menial staff once in a year.
- **Work life balance:** The Institute promotes flexi work arrangements thereby maintaining a healthy balance between their personal and professional lives.
- **Interest free Loan**: The Institute offers Interest free loans to the non-teaching staff members which are collected back in instalments by deduction from their salary.
- **Pursue academic interests for higher education**: The Institute encourages its staff members to pursue their academic interest by enrolling themselves for higher education programmes such as Ph. D.

PHYSICAL WELLBEING

- **Including Sports in Time Table:** Integrate sports into the student timetable for holistic development, fostering physical health, teamwork, discipline, and overall well-rounded individuals.
- **Organizing various events of Sports every year for Students:** Sports events create a vibrant campus enhancing students' overall well-being and sense of community.Top of Form
- **Free Health consultation and Checkup for students & Staff:** Ensuring student well-being with a dedicated doctor for consultations, promoting a healthy campus environment.

SOCIAL WELLBEING

- **Established Social Cell (Seva):** Introduced the "Seva "Social Cell, fostering community service, and meaningful contributions to enhance the overall student experience.
- **Various Social Initiatives & Activities every year under Social Cell:** Through the Social Cell, yearly initiatives and activities aim to create positive social impact, building a compassionate staff & student community.
- **Various cultural activities & events celebrated in the Institute**: In the institute, various cultural activities are celebrated to contribute towards an inclusive community.

OUTCOME OF INITIATIVE TOWARDS BUILDING HOLISTIC WELLBEING:

- **Rs 26,15,000 (Twenty-Six Lakh Fifteen thousand) as Freeship** given to students in last Five Years to support students at the time of financial crisis in their family.

- **305 Students -** Total Number of students guided for scholarship under various schemes in Year 2022-23
- **Rs 14139397 (One Crore forty-one lakh thirty-nine thousand three hundred and ninety-seven) - Total Scholarship amount Disbursed in Year 2022-23**
- **Six faculties with PhD degree and seven perusing PhD out of 17 faculty.**
- **Thirteen Faculty members are associated for more than 10 years with the Institute.**
- **All non-teaching staff are associated for more than 15 Years with the institute (except one staff who is associated with more than 10 Years).**
- **No staff and student have reported with any major health issues.**
- **High student Retention Rate post covid through support provided by Installment and increased Freeship amount to 10,000 per student (help as majority were having financial issues to support their education.**
- **Increasing trend in total number of SC, SC, OBC & Minority students:** Total 185 Students admitted from SC, OBC & Minority background in the year 2022-23.

File Description	Document
Any other relevant information	[View Document](#)
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

Poona Institute of Management Sciences & Entrepreneurship (PIMSE) stands as a distinguished Institution providing specialized MBA programs in Information Technology (MBA-IT) and Human Resource Development (MBA-HRD) alongside the general MBA program.

Our Institution operates under the auspices of the Anjuman Khairul Islam Trust, an organization committed to supporting orphans and advancing education. With a dedicated mission, the trust strives to impart quality education to underprivileged children throughout Maharashtra overseeing 48 educational institutions and 4 orphanages.

Our Director (Incharge) has contributed as a content developer for the MOOC (Massive Open Online Course) named "Personality Development and Communication Skills.

Diversity is celebrated at PIMSE with programs attracting individuals from varied backgrounds enriching the academic experience. The institution is dedicated in providing equal educational opportunities, offering scholarships to the downtrodden and underprivileged, breaking socio-economic barriers and empowering individuals to pursue higher education.

PIMSE's campus serves as a dynamic hub for learning and collaboration. The central location facilitates strong connections with the local business community providing students with real-world insights and networking opportunities.

PIMSE's remarkable employee retention rate is a testament to its exceptional work environment and strong commitment to employee development and satisfaction.

The Institution's Convocation Ceremony is a cherished and unique tradition celebrating the academic achievements and milestones of its graduating students.

The Institution provides students with a unique opportunity to participate in an international live research project titled "X-Culture" thereby emphasizing the significance of real-world experience and the value of diverse cultural perspectives in shaping their academic and professional growth.

As an authorized industry center of excellence, the Institute offers certifications from leading tech entities like Celonis, PaloAlto and AWS enhancing students' employability in IT and HRD. Memorandums of Understanding with CII, NIPM & PMA showcase the Institution's commitment to industry collaboration and relevance.

The Institute hosts its annual flagship event, FESTINA which showcases MBA students' entrepreneurial spirit. It features business plan competitions, startup pitches and product demonstrations. The campus also has an incubation center fostering innovation through mentorship, resources and networking opportunities transforming ideas into viable businesses.

Concluding Remarks :

Poona Institute of Management Sciences and Entrepreneurship stands as a beacon of academic excellence and holistic development dedicated to cultivating an environment that fosters unparalleled growth and comprehensive learning. Our Institution transcends the conventional role of an educational institution functioning as a dedicated community committed to purpose driven education and actively contributing to the noble cause of nation building.

Situated centrally in the heart of Pune city, our Institution thrives in a liberal environment nurturing a friendly atmosphere. The presence of a talented and dedicated faculty coupled with a foresighted management collectively shapes our Institution's distinct identity within the academic sphere of the city.

Our Institution facilitates the empowerment of students through a unique blend of academic rigor promoting intellectual growth and societal enrichment. We have devised a range of policies dedicated to addressing the diverse needs of students from various socio-economic backgrounds.

Reflecting on our journey, we take immense pride in our accomplishments acknowledging the challenges and opportunities that lie ahead.Every member of the Institution shares an unwavering spirit dedicated to making a positive impact in the lives of our students guiding them towards excellence in their pursuits.

Our resolute commitment propels us towards the realization of our profound vision of transforming PIMSE as a premier global management institute of excellence by developing outstanding, dynamic & enterprising business professionals. This vision encapsulates our dedication to nurturing leaders, innovators and visionaries who will leave an indelible mark in the world of business. Every stakeholder of the PIMSE community from management to staff, alumni and students stand united in our collective determination to elevate our Institution to unprecedented heights on the global stage.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 281 Answer after DVV Verification: 234 Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded due to repetitive names.
2.1.2	*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years* 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)** Answer before DVV Verification: <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>185</td><td>182</td><td>176</td><td>137</td><td>159</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>185</td><td>181</td><td>171</td><td>137</td><td>159</td></tr></table> 2.1.2.2. **Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years** Answer before DVV Verification: <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>205</td><td>205</td><td>205</td><td>205</td><td>205</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>205</td><td>205</td><td>205</td><td>205</td><td>205</td></tr></table> Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded in 2.1.2.1 due to excess of seats in reserve category.
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
13	08	10	03	33

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
08	06	00	01	00

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as those programs was not related to UGC care.

| 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
07	13	42	07	01

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	13	42	07	01

Remark : DVV has made changes as per prescribed format shared by HEI and value has been added as "0" for 2022-23 based on calendar year (JAN-DEC).

| 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*

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
394	358	302	270	229

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
382	358	302	270	229

Remark : DVV has made changes as per supporting's shared by HEI.

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
85	83	40	67	51

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
06	4	00	00	00

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
131	150	133	166	149

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
79	79	40	67	51

Remark : DVV has made changes as per prescribed format shared by HEI.

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
17	08	01	01	06

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
06	07	01	01	06

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have considered team event as one

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
68	36	13	25	37

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
18	26	10	11	11

Remark : DVV has made changes as per prescribed format shared by HEI.

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
13	03	00	16	17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	03	00	16	22

Remark : DVV has made changes as per prescribed format shared by HEI.

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
17	10	18	10	23

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	05	10	04	23

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
06	06	06	06	06

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
06	06	05	06	06

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded due to repetitive names.

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations