



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

PRATIBHA INSTITUTE OF BUSINESS MANAGEMENT

BLOCK-D III,PLOT NO 3 ,OFF MUMBAI PUNE ROAD ,CHINCHWAD ,PUNE

411019

411019

www.pibmpune.org.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Pratibha Institute of Business Management was established in 2008 by a consortium of distinguished educationists and industrialists, under the auspices of the Kamala Education Society, with a motto “Knowledge is Power” and commitment to deliver exceptional education. Presently, the society prides itself on offering top-tier education from kindergarten through postgraduate, till doctorate level. 5000+ students studying across its schools, junior college, undergraduate and postgraduate institutions.

Pratibha Institute of Business Management - PIBM is affiliated with Savitribai Phule Pune University (SPPU) and holds approval from the All India Council for Technical Education (AICTE) and the Government of Maharashtra. PIBM has swiftly reached numerous milestones, with its students excelling not only academically but also making their mark in the corporate realm.

Following Academic excelling milestones achieved in last five years

1. NAAC Accredited with B+ Grade in 2018-19 – Cycle 1
2. Establishment of Research Centre affiliated to Savitribai Phule Pune University
3. Establishment of Institutional Innovation Council and rated at 3.5 stars – Governing Council member for west zone.
4. Established National Innovation and Startup Policy in the Institute
5. Applied for recognition under section 2(f) and 12(B) of UGC
6. Independent Chapter for NPTEL- Swayam and appreciated for higher enrollment
7. 30 + operational MoUs with Industry for activities like Internship, Live Projects and guest sessions.
8. Established 60+ Startups by our students and 20+ Industry project consulted
9. Associated with IITM, IITB for mentoring startup projects
10. Advisor for Startup India DIPP, and Maharashtra Centre for Entrepreneurship Development (MCED)

Vision

To emerge as premium business school in transforming students into management & technology professionals and make them good citizens.

Mission

Upskilling managerial, technical capabilities and inculcate ethical values in the students.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Situated in the premium area and Industry hub – MIDC

2. Institute has a robust Innovation and Start-up programs
3. Experienced and committed Teaching, Non-teaching staff
4. Strong industry connect
5. Ventilated, spacious and auditoria classrooms
6. Well-equipped Indoor and open gymnasium
7. Intensely engaged in Extra & Co-Curricular Activities

Institutional Weakness

1. Lack of Hostel Facility for students (MoUs with Housing Societies are signed to support outstation students for their homestays)
2. Dearth of funded research (applied for 2f and 12b, the case is in process)
3. Being a PG Program. limited numbers opting for further higher studies
4. Very few students attempt national/state level competitive examinations
5. Limited International study tours, faculty exchange and international placements

Institutional Opportunity

1. Resource sharing for revenue generation /social welfare
2. Academic Autonomy
3. Multidisciplinary approach
4. Introducing new programs
5. Foreign Collaborations with renowned institutes

Institutional Challenge

1. High cost of delivering Education
2. Expansion of the Building due to limited FSI
3. Attracting meritorious students
4. Attracting international students
5. Generating donations from alumni

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institute is affiliated to Savitribai Phule Pune University and adheres to the curriculum designed by the University. The faculty members are directly and indirectly connected in curriculum planning, syllabus designing, papers setting and evaluation. The Academic calendars are prepared for smooth functioning of curricular, co-curricular and extracurricular activities.

The choice based credit system syllabus offers varied academic flexibility in offering Subjects in the programs. 137 courses offered by the institution across all programs during the year. Add-on, value added courses are offered through online NPTEL Swayam platforms and offline Authorized Educational partners. The institute has

Independent NPTEL Chapter. The Add-on Courses are skill based courses viz Advanced Excel, Tally, Tableau, Python, Mango Db, Django, Drupal, Wordpress, Cake PHP, Laravel, German language and French languages

The institute incorporates active initiatives in crosscutting issues like cultivating human values, gender sensitivity through conducting various programs under CSR activities, environment and sustainability activities are sensitized by conducting activities like tree plantation, no vehicle day. Human rights, Indian Constitution, information Security and Business Government and Society are the subjects added to the curriculum to enhance professional and ethical values.

Students are enabled to undertake the live projects and Internships to get the experiential learning in their interested specializations. The industry offers various technical and non-technical platforms to work live and offline to the students of the Institute.

Teaching-learning and Evaluation

The admission process is centrally managed by Maharashtra state Government through CET Cell. 2700 students enrolled for the programs in last five years from different geographical regions of Maharashtra and outside of Maharashtra, the enrolled students had a diverse cultural and socio economical background. The reservation policy is strictly followed as per the directives of the statutory bodies, the Institutes have 30 faculty members, and a ratio of minimum one faculty behind 20 students is maintained to closely monitor the performance of the students. The teachers have well updated skills through completion of short courses, refreshment programs, faculty development programs in their specializations and are motivated to take up research assignments, consultancy and live projects.

Being a Higher Education, Institute emphasizes on learning perspectives. To enhance the employability of students, various learning methods are practiced, such as experiential learning through internships, participative learning through numerous activities, peer learning and problem solving methods like case study, simulations, developing logical flow charts and algorithms in software programming.

An outcome based education (OBE) with blooms taxonomy learning way is adapted to embrace Knowledge, Comprehension, Application, Analysis and Creations in the courses. Each category is evaluated through concurrent internal evaluation and extremal assessments. Remedial Sessions are organized to enhance students' learnings for slow learners and those appearing for improvement. A grievance committee have mechanism to deal with transparency in University exams and concurrent internal Evaluations. The Institute believes in holistic development of the students and ensures optimum attainment of course outcome (Cos), program outcomes (POs) and program Specific Outcomes (PSOs)

Research, Innovations and Extension

The Institute has established a dedicated Research Centre affiliated to Savitribai Phule Pune University in 2021. Four in house faculty members have registered and recognized as a PhD Guide. Twelve research scholars have registered for Ph.D course. One research scholar has been awarded the Ph.D. degree. Research orientation courses and University prescribed Ph.D course-works were conducted to help and guide the students for pursuing their Ph.D.

The Institute motivates faculty members to take up Industry supported research work , publish their genuine

research work, research articles in reputed peer reviewed UGC care listed Journals, Scopus Indexed Journals and Web of Science listed Journals. The institute provide financial assistance to participate in research workshops and conferences and also reimburse the processing fees required if any to publish the research work in genuine journals and magazines.

The institute have established Institutional Innovation Council as per the norms of Innovation Cell, Ministry of HRD, Govt of India, in November 2018 with rating of single star. While lot of active participation and activities conducted in consecutive years under IIC have uplifted the rating to 3.5 star in 2022.

The students are sensitized and motivated to take up the active participation in awareness programs towards community challenges, gender disparity, cultural disparity, social inequality and activities inculcating human values like flood donation camps, blood donation camp, food and cloth distribution to the deprived people, traffic awareness program, climate and environmental sustainability awareness programs etc.

The institute focuses on collaboration with industry for live projects during the Internships for students, experiential learning, and live activities with NGOs, MoUs with other Institutes for synergies. The institute has 33 of operating MoUs with the companies and other institutes. The institute takes advantage of its location in MIDC hub advantage by sharing the facilities to NGOs/ clubs, while professional management development programs were conducted for Industry employees.

Infrastructure and Learning Resources

The location of the institute is in a prime area of the city, a lush green campus in the heart of the Pimpri Chinchwad Municipal Corporation, Pune

The institute has adequate infrastructural facilities and amenities with a seat of academic ambience, ICT enabled ventilated classrooms, seminar halls, computer labs, language lab etc. all the teaching staff has been equipped with institute's laptops and accessories. Microsoft learning management system and ERP system are used for smooth functioning and monitoring the academic and administrative activities. Provisions are organized for continual development in infrastructure, furniture, fixtures and fittings. Maintenance of the existing facility, annual maintenance contracts, replenishments of inventories and repairs are attained timely.

A well-equipped library with Koha Software and OPAC assistance have 3689 titles and 9243 volumes, appropriate information resources and e-resources along with ventilated reading room. Library includes adequate facilities and services such as Repositories, Document Delivery Service, Current awareness service, Selective Dissemination service, etc.

The institute has open Gym and a gymnasium hall with latest equipment, a Cafeteria and other recreational spaces like Auditorium, Amphitheatre for cultural activities, sports facilities viz basketball ground and indoor games.

Student Support and Progression

Institutional Free-ship, Scholarships, Social Welfare benefits, Economical weaker section assistance is an aphorism of the Institute. 80-85 percent of the students get benefitted by the scholarship and free-ships.

Students coming from different educational backgrounds are sensitized to the domain subjects through bridge course and foundation course while a varied basket of value added courses employability skill enhancements are offered. Being a Post graduate very fewer students go for higher education while most of the students are inclined towards Business engagements/ Startups and Jobs.

The students are facilitated by central placement cell for MBA and MCA department, the placement cell takes care of placing the students who have registered and enrolled with specific jobs and companies. The average package of the students for 2022-23 is Rs. 3.56 Lakhs per annum.

A Startup Cell is well established to support students' ideas and bring them into realization. The institute empowered 60 startups till date and 50 project consultancies.

Mammoth activities of co-curricular, extracurricular and societal are conducted in the institute and in neighborhood community to sensitize the students and make them good citizens.

The alumni of the institute is very active and is being a part of each and every program, and happenings in the institute. A frequent alumni talk for students, alumni interactions with faculty and special alumni gatherings brings harmony to the institute.

Governance, Leadership and Management

The Institute adheres to its vision and mission and executes the tasks to fulfill them with holistic approach. Adequate academic and administrative staff is recruited as per the guidelines of statutory bodies and additional staff recruited as per the sanction of the management. Faculty, staff members and student coordinators are empowered to participate in decision making processes and conduct maximum activities in all the aspects. Strategic plans were discussed in CDC and IQAC meetings and deployed accordingly with least deviations. A process manual with sops is published and available on the website to maintain transparency and clarity in executing the academic and administrative processes. Budgets, financial allocations planned by staff and student coordinators are sanctioned in advance and executed appropriately. The financial audits are conducted timely. E-governance is practiced in the Institute, all financial aspects are on Tally-ERP, Koha and OPAC is used for online library, MS Teams and ERP is used for teaching learning process. Performance of the faculty and staff is reviewed through thoroughly designed performance appraisal system. The Internal Quality Assurance Cell of the institute is keenly monitoring academic and administrative activities. IQAC meetings are held timely to plan and track the quality initiatives and preparedness for NEP policy execution. The academic and administrative audits are conducted and suggestive measures are considered for quality improvements.

Institutional Values and Best Practices

The institute organizes various activities viz. commemorative days, constitutional obligations, gender equity sensitization, different cultural events, festival mosaic and social responsibility sensitizing programs to inculcate the ethical values in students and make them good citizens. Infrastructural facilities like lifts, toilets for differently abled students and facilities for divyangjan students are available at the Institute.

The Institute has a green lush campus with ecofriendly environment, includes appropriate waste management system, solar energy driven and rain harvesting facility. Environmental audits, Energy audits are conducted timely.

The institute emphasizes on learning rather than teaching and adopts various techniques to make student understand the technical and concepts. A show and tell practice evolved through its three versions in last five years in MCA department, which enabled the cognitive thinking amongst students and faculty members. Experiential learning, on the job trainings and live projects are mostly preferred through Industry collaborative MoUs. A live project practice in MBA department lead to the students' practical exposure and supported the industry consultancy.

The institute had setup the Institutional Innovation Cell (IIC), approved by the Ministry of Human Resource Development (MHRD) and also endorsed with the Startup and Innovation Cell at Savitribai Phule Pune University, playing a pivotal role in executing the National Innovation and Startup Policy (NISP). The Students are encouraged to start their own business units and startups. The distinctive practice so evolved that had become a flagship of the Institute and as of till date 60 startups established by the students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	PRATIBHA INSTITUTE OF BUSINESS MANAGEMENT
Address	Block-D III,Plot no 3 ,Off Mumbai Pune Road ,Chinchwad ,Pune 411019
City	Pune
State	Maharashtra
Pin	411019
Website	www.pibmpune.org.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Sachin Borgave	020-8600100942	9975580300	-	director@pratibhagroup.org.in
IQAC / CIQA coordinator	Pallavi Chugh	020-8600100945	9225635556	-	pallavi.pibm@pratibhagroup.org.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

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

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	23-03-2024	12	EoA of Current Year
AICTE	View Document	23-03-2024	12	EoA of Current Year
AICTE	View Document	23-03-2024	12	EoA of Current Year
AICTE	View Document	23-03-2024	12	EoA of Current Year
AICTE	View Document	23-03-2024	12	EoA of Current Year

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Block-D III,Plot no 3 ,Off Mumbai Pune Road ,Chinchwad ,Pune 411019	Urban	2.02	3471

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,Mba,	24	Any Graduate with Fifty percent and Common Entrance Test	English	180	180
PG	MCA,Mca,	24	Any Graduate with Fifty percent and Common Entrance Test	English	120	120
Doctoral (Ph.D)	PhD or DPhil ,Phd,Management	36	Post Graduate in Management with fiftyfive percent and PET Test	English	12	12

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	2				7				21			
Recruited	1	1	0	2	0	3	0	3	6	15	0	21
Yet to Recruit	0				4				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				6			
Recruited	0	0	0	0	0	0	0	0	0	6	0	6
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				15
Recruited	10	5	0	15
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				2
Recruited	2	0	0	2
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			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	0	3	0	1	2	0	8
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	5	19	0	24
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	1	4	0	5	

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	149	9	0	0	158
	Female	168	18	0	0	186
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	9	0	0	0	9
	Female	3	0	0	0	3
	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	13	23	7	11
	Female	11	12	12	5
	Others	0	0	0	0
ST	Male	1	1	2	0
	Female	0	1	0	0
	Others	0	0	0	0
OBC	Male	20	27	13	12
	Female	25	18	12	14
	Others	0	0	0	0
General	Male	44	38	39	27
	Female	33	36	50	37
	Others	0	0	0	0
Others	Male	92	102	65	40
	Female	105	87	60	30
	Others	0	0	0	0
Total		344	345	260	176

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The institute aims to provide students with a comprehensive and interdisciplinary education that equips them with a strong base in technical and management abilities. By connecting a variety of areas like humanities, sciences, and STEM, the institute prepares students to succeed as creative entrepreneurs and leaders. This is accomplished by offering a wide range of enrichment workshops, hands-on training, real-world projects, and competitive events, which help cultivate an entrepreneurial mindset and improve managerial skills. For instance Courses such as MBA in Business Analytics demonstrate this interdisciplinary method by combining technical areas like R, data mining, and fintech. The allied knowledge from fields like humanities and social sciences, such as marketing analytics and psychometric testing in HR is promoted. While, MCA students gain from a program that combines technical knowledge with crucial soft skills and understanding of human rights and the constitution. The Institute provides combined courses in both technical and management fields.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>During the academic year 2022-2023, we have introduced the Academic Bank of Credits, which was initiated through Savitribai Phule Pune University. Students' Academic Bank of credit IDs were created, aligned and submitted to the University. The students who have not registered for ABC then they are encouraged to register and the same will be submitted to the University. The Institute enables that the students earned credits from regular course/ Add-on / Moocs / Swayam courses shall be accumulated in their Academic Bank of credit.</p>
<p>3. Skill development:</p>	<p>The Institute is dedicated towards skill development through various enrichment activities and specialized courses that aim to boost both technical and managerial abilities. The skill development courses for MBA candidates involves focused instruction in key abilities like Tally, Basic and Advanced Excel, Power BI, Business Analytics, Stock Market Analysis, SAP, ERP, and Digital Marketing. These courses are designed to prepare students with the skills needed to succeed in the fast-paced world of business today. The institution encourages entrepreneurial skills by backing start-up ventures and entrepreneurship programs, equipping students</p>

	<p>with resources and mentorship to transform creative ideas into thriving businesses. Innovative teaching methods, such as experiential learning, live projects, and real-world scenario investigation, are key components of education, enabling students to put theoretical understanding into practice. The creation of the Coding Club has been a major effort in enhancing students' technical skills, especially in coding and new technologies. This club gives students the chance to delve into advanced tools and techniques not covered in their usual classes. Establishing an industry lab allows for practical experience using frameworks like Laravel, CakePHP, and CodeIgniter. This program helps students become skilled in these technologies and acquire hands-on experience in website development, getting them ready for jobs in the tech field.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The institution strives to meet the needs of students from various sections of society by integrating the Indian knowledge system. Its programs include clubs that actively organize cultural activities, as well as sessions on creative arts, culture, and literature. The annual social event, "UNIFY," is held to enhance language skills and performing arts, fostering Indian culture and values. The institution also celebrates festivals and observances from different religions to promote cultural and linguistic diversity. As a result, students actively participate in various intercollegiate competitions.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The institution has developed expertise in implementing the Outcome-Based Education (OBE) process in alignment with the National Education Policy (NEP). Each program is structured with a defined Program Outcomes (POs), and Program Specific Outcomes (PSOs). The institution makes every effort to communicate these OBE parameters, along with the POs, and PSOs, to all stakeholders. Regular feedback is gathered from stakeholders to ensure the programs meet their intended outcomes. Each course in the curriculum is carefully designed with Course Outcomes (COs), which are aligned with the POs and PSOs. To measure learning levels, COs are assessed based on Bloom's Taxonomy, followed by the evaluation of POs and PSOs. The institution follows a clear policy to quantify the attainment of both Course Outcomes and Program Outcomes. The teaching-learning process has been transformed from</p>

	<p>a teacher-centered approach to a learner-centered one to enhance its effectiveness. Pedagogical tools are selected for each course according to its COs, and appropriate assessment methods are used to evaluate student performance. Based on these assessments, remedial actions are taken to improve student learning outcomes. The adherence to OBE has helped the institution maintain high academic standards and facilitated student and graduate mobility. Beyond technical skills, the learning outcomes also promote ethical and socially conscious behavior, contributing to the social, economic, and environmental well-being of society.</p>
<p>6. Distance education/online education:</p>	<p>The Institute is affiliated to Savitribai Phule University and do not have any Distance Education Program. However, to enhance students' career readiness and to prepare them for job-oriented learning, the institution encourages and ensures students enroll in online courses through platforms like Coursera and NPTEL. The institution also provides access to resources such as KOHA, J-Gate, DELNET, and other online educational platforms. Faculty members and students benefit from a wide array of educational materials, ranging from video lectures to virtual laboratories.. All programs are furnished with state-of-the-art teaching aids, such as smart boards, advanced software, and modern laboratories. Blended learning is promoted through e-learning resources, with an emphasis on creative and effective use of digital tools in course delivery, including a language laboratory. The institution also hosts virtual seminars and video lectures by international experts in emerging fields for knowledge enrichment. Additionally, it has developed Learning Management Systems (Clever Ground - ERP and MS-Teams) to track and manage student learning. These platforms support both traditional face-to-face instruction and blended learning, enabling faculty to create courses, deliver lessons, facilitate communication, foster collaboration, assess student progress, and provide learning resources. Students can access consolidated course materials anytime, anywhere, saving valuable time.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. The Institute has setup the Electoral Literacy Club and it is functional with active committee members
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?	Yes. Students' co-ordinator and co-ordinating faculty members are appointed by the Institute. The ELC is functional and the ELCs are representative in character. following are the active members of the club 1. Dr. Sachin Borgave - Chairman 2. Mrs. Meenal Gupta- Secretary 3. Mrs. Rupali Deshpande - Faculty Coordinator 4. Mrs. Sanyukta Borse - Faculty Coordinator 5. Mr. Kunal More - Student Coordinator 6. Ms. Dhanashree Kale - Student Coordinator
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The Club have conducted twice voter's day awareness campaign on 5/12/2013 and 7/12/2023. The ELC has also celebrated voter's day pledge ceremony on 23 January 2024. The club has also imparted hands on experience to sensitize students on their electoral rights and familiarize them with the electoral Process of registration and voting.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The Institute have done various awareness drives, sessions on Voter registration at sister concerned institutes, in neighborhood colleges and societies
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 organized electoral registration centres for new registration, change in names, location and for addressing queries related with electoral issues

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
676	648	483	375	358

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: 36

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
35	29	30	28	28

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
186.53	133.26	76.58	74.68	122.81

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Pratibha Institute of Business Management ensures the effective delivery of its curriculum through a meticulously planned and documented process. As an affiliate of Savitribai Phule Pune University (SPPU), PIBM rigorously adheres to the curriculum and academic schedules set by SPPU. At the institute level, the coordination of curriculum planning, implementation, and monitoring is overseen by the Head of Department and faculties.

Scholastic Planning

To ensure effective curriculum delivery, the institute begins each academic year by aligning its calendar with SPPU's calendar. Then departments schedule curricular, co-curricular, and extracurricular activities. According to this calendar, enabling precise implementation at a micro level.

Academic processes are optimized with a faculty subject choices and teaching load distribution, in mutually consent by the Head of Department (HOD) and faculty, while considering faculty expertise and past performance.

The departmental timetable for university subject, value added courses, expert session, extra-curricular activities etc., is meticulously prepared by the head of department and faculty members to aligning it with the academic calendar.

Faculty prepares course files, incorporating lesson plans, question banks, and past university papers for their allocated courses. Teaching and learning data is uploaded on to the Microsoft teams for easy access for students.

Curriculum Delivery in Accordance to Academic Calendar:

Course Outcomes (COs), Program Outcomes (POs), and Program Specific Outcomes (PSOs) are communicated in advance to the students in the orientation programme before starting the academics.

Delivery of the curriculum is enhanced through the use of ICT-equipped classrooms and well-equipped computer laboratories, following the latest curriculum guidelines.

The classes have been conducted offline as well as online using platforms such as Zoom and Microsoft Teams.

Regular feedback from stakeholders helps identify curriculum gaps, which are addressed through additional courses, expert lectures, seminars, industrial visits, internships, and industry-sponsored projects to enhance students' employability skills in line with industry trends.

The institute fosters management attributes through co-curricular activities such as CSR initiatives, social outreach programs, and student committees. Additionally, extracurricular activities like Aarambh (an inter-collegiate event), yoga, sports, festivals, and cultural events are organized for holistic student development.

Continuous Internal Assessment:

The institute employs a transparent and robust policy of continuous evaluation. Internal assessment tools such as assignments, case studies, presentations, and scrapbooks and end term exam are evaluated by respective faculty members based on rubrics, facilitating continuous student evaluation.

The attainment of COs, POs, and PSOs is computed, on three levels giving weightages to the assessments.

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: 22

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

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: 82.28

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
640	600	260	340	250

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:

Professional Ethics

Professional ethics guide individuals' conduct, referring to moral standards. The Institute emphasizes the importance of both academic excellence and adherence to professional ethics. Students are educated in professional ethics through diverse avenues such as core and elective subjects included in the curriculum viz Indian Ethos and Business Ethics, Corporate Governance, Human Rights, Cyber Security and Business Society and Government. Professional ethics encompass a wide range of subjects, including significant projects, skill enhancement, interpersonal skills, and ethical codes of behaviour. Additionally the activities aligned like workshops, seminars, industrial visits, internships, and personality development programs.

Gender:

The institution provides a co-educational environment fostering equal opportunities for gender equality. Both male and female students have equal opportunities to participate in student committees, sharing responsibilities and engaging in activities at all levels equally.. Opportunities in sports, cultural events, and management are accessible to all students regardless of gender. A gender audit is carried out systematically wherein it has been observed that female candidates supersede in numbers than males. This indicates the reliability and amicable environment of the Institute.

Human Values

The vision and mission of the institute includes a responsiveness to make students good citizens through inculcating ethical values. The program curriculum has a content and in imparting Universal Human Values to the students. The institute arranges workshops focusing on human values, while student visits to orphanages, old age home, and marginalized communities further enhance awareness of these values. Beyond these initiatives, students have opportunities to imbibe human values through a range of interdisciplinary subjects including seminars, humanities and social sciences, soft skills training, and participation in the Social Awareness and Governance program.

Environment and Sustainability

Savitribai Phule Pune University's curriculum encompasses mandatory courses focused on sustainability and environmental studies. The Institute observes World Environment Day, Sessions on Biodiversity to heighten awareness among faculty and students regarding their role in environmental conservation and the importance of adopting healthy lifestyles. The institute organizes activities such as tree-planting initiatives and no vehicle day to promote environmental consciousness and sustainable living practices. Institute is associated with various associations like Parshwa Pradnyalaya, Rotary club and Yash foundation for the development of environmental ecosystem. The Institute adopted a village Khed and planted 2090 trees in association with Yash foundation and Mahindra & Mahindra, while average 500 trees every year in the campus of Parshwa Pradnyalay, Pune

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: 47.34

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

Response: 320

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: 90.61

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
300	300	240	176	180

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
300	300	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: 57.52

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
86	76	48	26	24

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
112	114	88	69	69

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: 19.31

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:

Pratibha Institute of Business Management has been continuously striving to transition from a teaching-centric to a learning-centric culture. The institution cultivates an environment that encourages learning, unlearning, and relearning by embracing innovative and practical teaching methods that prioritize collaboration and learner engagement.

Experiential Learning:

Faculty members incorporate hands-on experiences such as group activities, role-plays, film screenings, and group discussions, connecting course material to real-life examples alongside traditional teaching methods.

In case of Computer Application specific technical courses, faculties resort to execution and demonstration of technical concepts within the class. The technical skills are built by demonstration during the practical, project guidance sessions by referring online discussion forums like stack overflow, online documentation like java point, tutorial point, geek for geeks.

Participative Learning:

The teaching-learning process is enriched through presentations, discussions, debates, assignments, interactions with experts and professionals, remedial classes, workshops, and seminars. Group projects and desk researches have enabled students' peer learning.

Students committees, festivals, extracurricular activities, and outreach programs in collaboration with NGOs provide opportunities for participative learning.

Problem Solving:

The college facilitates industrial visits, live projects of the companies and offers Internship to provide students with practical exposure and experience.

For MCA students, industrial internships are facilitated in fourth semester while mini projects are mandatory for first three semesters and are evaluated by external experts appointed by the university.

Case lets and case studies encourage students to critically analyse curriculum content and develop problem-solving skills.

As a part of Industrial internship, Computer application student work on live projects and experience the delivery process within Software Engineering life cycle. Based on the role played, students prepare a detailed report which is presented during University VIVA.

Competitions based on case studies and business plans, Product to launch program help students understand market dynamics, develop time management skills, and learn to handle pressure effectively.

Students participate in Codathons, Hackathons, Smart City specific competitions conducted by various colleges, Institutes across the PCMC area. Such exposure inculcates the competitiveness, presentation and communication skills thus boosting confidence within students.

Learning Through ICT :

Utilizing ICT-enabled Smart Classrooms equipped with projectors, audio-visual equipment, and Wi-Fi connectivity enhances experiential learning opportunities.

ICT tools and applications like Basic Excel, Advanced Excel, Tableau, are employed to solve problems and make them industry ready.

Exposure to AWS free tier or Google Cloud to demonstrate cloud architecture and services, familiarization of various DevOps tools through relevant Industry expert, Sessions on Automation Testing tools like Selenium helps student appreciate various trending platforms and technologies.

Amidst the COVID-19 pandemic, the college has adopted MS Teams for online teaching, facilitating interactive teacher-student interfaces.

Virtual platforms like, MS teams, WhatsApp, and Zoom have facilitated the implementation of flipped classroom and blended learning models.

The Institute emphasizes interdisciplinary and multi-dimensional approaches to prepare students for communication and collaboration in a globalized world.

In pursuit of collaboration, the Institute has signed MoUs with various companies and Institutes.

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
35	29	30	28	28

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

2.4.2

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

Response: 29.33

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
10	9	9	7	9

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The Institute carefully carries out internal assessments in accordance with the SPPU in order to improve students' performance and punctuality in the classroom.

According to the university's schedule, MBA external exams are worth 50 marks per semester for 3 and 2 credit course, while internal assessments account for 25 marks for 1 credit course.

For MCA, University follows 25 Internal Marks and 75 External marks for 4 credit course. 50 Internal Marks for 2 credit course and 25 internal marks for 1 credit course. (no external evaluation for 2 credit and 1 credit course).

Internal Assessment:

Students are promptly informed on mail about internal assessment program through the CIE calendar which is shared atleast one month prior to the submission by the HOD. Subject faculties upload the various CIEs on Microsoft teams with rubrics. To ensure ongoing assessment, internal assessments are carried out every semester. Assignments, Case study, presentations, projects, report writing, assignments, end term exams are a few examples of these evaluation methods.

In Case of Computer Application Department, HoD shares the Academic schedule during the start of each semester. Departmental Exam coordinator share the time table before the Unit and Term Exams. Each subject faculty share the Tutorial / Assignment expectations of completion.

All test papers, answer scripts, and mark lists are kept up to date for recordkeeping by faculty members. Following the assessment, students are given answer sheets, and in order to ensure transparency, model solutions and marking schemes are discussed. The marks are also shared with the students and displayed on the notice board. All the subject faculties after showing the answer sheets to the students, keep three days for any grievances of the students and after that only final mark list is uploaded on the university portal.

Students with valid excuses for missing class are scheduled for a retest, which allows them enough time to study. Students receive notification of their exam results, and the subject teacher resolves any complaints.

External Assessment:

The external examination is governed by the university, a college examination officer(CEO) and external senior supervisor is appointed by the university to conduct the examination smoothly. The university has developed a system to ensure total openness in the assessment process and to give students a forum to voice any complaints they may have about exams. The affiliated university's fair and transparent student evaluation procedure has been adopted by the institute. Both the time-bound grievance redressal process for the institute's internal examinations and the grievance procedure for the SPPU's external examinations are clearly stated. In accordance with SPPU guidelines, the Institute has designated a College Examination Officer (CEO) to handle all matters pertaining to examination and evaluation. All complaints regarding External Examinations are directed to the CEO, who responds in accordance with

the SPPU's established guidelines.

Grievance Redressal Mechanism

Issues and complaints during the examinations for example hall tickets, question paper related issues shall be sorted by university appointed college examination controller (C.E.O from the in Institute) and external senior supervisor. The university has a unfair means department and a squad for surprise visit to verify the smooth conduction of the examination. The university examination department addresses the queries related external marks through the process of revaluation and rechecking with photocopies of the checked papers are provided to the students.

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:

The POs and Cos are communicated to the students in orientation program before starting the academics. Savitribai Phule Pune University makes reference to the Program Outcomes (POs) and Course Outcomes (COs), which delineate the qualities and abilities acquired by postgraduate students throughout the program. Additionally, the institute utilizes Program Specific Outcomes (PSOs) derived from the core curriculum, which articulate the program's competency across various specializations. The skills and competencies that students will develop during the course are detailed within the course outcomes (COs).

POs, COs and PSOs are displayed in the following:

- Institute website
- Course File

The subject faculty develop lesson plans that align with the course's learning objectives and prove successful. The program's competencies are encapsulated by the Program Outcomes (POs), which are then correlated with Course Outcomes (COs) through a weighting system (ranging from 1 for weak correlation to 2 for strong correlation) and represented in matrices. Assessment tools are utilized to gauge COs, with department-level internal assessments employing instruments such as case studies, presentations, end-term exams, and assignments. The questions in the final term assessments are aligned with the framed COs, which are already linked to the POs. The evaluation of each CO, contributing to the fulfilment of POs, constitutes part of PO Attainment.

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:

Programme outcomes (POs) are attained through University curriculum that offers a number of required courses including elective courses.

1. Direct Assessment :

Evaluation Guidelines for CO and PO Attainment.

Course outcomes: The COs shall provide chance for students to prove the knowledge, skills and expertise learned on the specific course. On completion of these courses the students will be able to gain knowledge, Practical skills and attitude. The COs are thus directly measured, and are related to the POs.

Course Outcomes (COs) are mapped with the respective Programme Outcomes (POs). The course outcomes reflect different cognitive levels of each course. It is done on the basis of Bloom's Taxonomy. The students' ability to achieve different level of Bloom's Taxonomy are tested through various CIEs which includes assignment, case study, presentation, info graphics etc.

To calculate the course outcome attainment levels of the courses, institute fixes level of L1, L2 and L3 and the threshold value in which are –

- 30 to 39 percent for the students getting more than 39% of class average will come in L1
- 40 to 49 percent for the students getting more than 49% of class average will come in L2
- More than 50 percent for the students getting more than 50% of class average will come in L3

The target of CO is kept L3 for the attainment and it is subsequently achieved.

Accordingly, CO-PO attainment specialisation wise is also done taking into consideration the class average. The last step is analysis of PO attainment level for which the department of MBA has fixed following 5 level—

Level-1: 0.5>1- Poor

Level-2: 1>1.5- Average

Level-3: 1.5 >2.0- Good

Level-4: 2.0 >2.5- Very Good

Level-5: 2.5>3.0- Excellent

The target level is kept at 2 and it is duly achieved in all the years.

Indirect Assessment

The indirect methods towards improvising the attainments of CO-POs. a feedback collected from following stake holders and analysed

- 1.Students' feedback
- 2.Employers' Feedback and
- 3.Alumni feed back

The Academic and Administrative Audits are conducted to verify the attainments

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: 88.18

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
265	270	164	138	103

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
330	292	172	143	129

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:** 3.61

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 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

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The institution has setup a robust system for promoting innovations, Indian Knowledge System (IKS), and awareness of intellectual property rights (IPR). The Institute aims towards facilitating the creation and transfer of knowledge and technology. The focus is on cultivating a culture of innovation and entrepreneurship among stakeholders.

1. Indian Knowledge System includes knowledge, science and spirituality. To promote IKS various activities carried out viz sessions on Chhatrapati Shivaji Maharaj's vision and mission, conducting lectures on the Indian knowledge system and great personalities in India. The Marathi language is preserved through celebrating Marathi Bhasha Gaurav Din and Marathi Bhasha Samvardhan Pandharwada from 1st January to 5th January. Additionally, yoga and meditation sessions are held to support holistic development of students and staff.

2. Intellectual Property Rights:

Various impact series are conducted to promote the awareness of IPR among students and faculty members. The Institute facilitates and empowers faculty and student to participate in programs and workshops related to IPR. This includes educating researchers, students, and staff about different forms of intellectual property such as patents, copyrights, trademarks, and trade secrets.

To provide a deep understanding of the importance and advantages of IPR the institute has conducted the following activities:

1. Conducted IPR awareness seminar in association with Rajiv Gandhi National Institute of Intellectual Property Management.
2. Four patents have been published by the faculty members.
3. An Incubation Centre in the Institute

The institution has also set up an Incubation Centre to nurture and support budding entrepreneurs and innovators. The Incubation Centre provides a conducive environment for startups and early-stage ventures to grow and expand. It offers various resources and services such as mentorship, funding assistance, networking opportunities, and access to infrastructure and facilities. Through these initiatives, the institution encourages the transformation of innovative ideas into viable business ventures, thereby contributing to economic growth and job creation.

4. Entrepreneurship Cell/IIC

The institute has set up an Entrepreneurship Cell/IIC at the institution to augment entrepreneurship among the students. The Institute has an active Institutional Innovation Council under the Ministry of Education and MHRD. Creation of 57 Start Ups, 51 project consultancy, 23 live projects are developed by students and faculty members. Our IIC stand among top 20 in Western Region of India and in Top 300 amongst all 7500 registered IIC Institutes in India. Initially our institute was given 0.5 star but with gradual updation today we have reached at a pinnacle of 3.5 star .We have also been selected as a governing council member institute .The institute has also an Incubation Centre for budding entrepreneurs. The guidelines and notifications issued by UGC and SPPU are always taken into account when updating the policies under Innovation and Start up Cell and Incubation cell. It inspires the budding entrepreneurs to float their business/ Ventures through various workshops and seminars. Eminent industrialists are often invited to motivate young students. Faculty members constantly encourage their students to participate in various competitions like hackathons, coding challenges and technical competitions. Students are also provided live projects in order to develop innovative thinking. There are several MOUs signed with other colleges to develop Startup Ecosystem and Business projects. To motivate our students management of the institute gives a sum of 25000 as a seed capital.

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: 76

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
30	21	13	8	4

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: 2.33

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
50	9	18	5	2

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: 3.92

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

2022-23	2021-22	2020-21	2019-20	2018-19
61	24	30	26	0

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:

Pratibha Institute of Business Management is emerging as one of the leading institution in higher education and play a vital role in fostering social responsibility among its students. The institute promotes regular engagement of faculty, students, and staff with the neighborhood community for their holistic development and sustained community development through various activities. Every Year, programs are organized under which students and staff participate voluntarily in community-based activities with the neighborhood.

Extension activities play a pivotal role in sensitizing students to social issues and fostering holistic development. These activities, often conducted outside the traditional classroom setting, expose students to real-world challenges, encouraging critical thinking, empathy, and active participation.

The institute had rigorously running Tree Plantation Drive to support governments various schemes of tree plantation to protect and nurture the environment. Various events are conducted like Holi celebration, Diwali celebrations at Boarding school, Vatsalya-Divyang and Mother Teresa Oldage home. The visits to the orphanage is being conducted during COVID and post pandemic along with students and staff members. The purpose of visiting the orphanages is to create social responsibility amongst them and to ensure they will be take it forward after completion of their course. The Blood Donation Drive is conducted. The Institute focuses more on societal activities and had conducted activities like food donation to the needy, to the people who contributed in Vari (Alandi to Pandharpur 224 Km Procession). Apparels and Cloth donation to Sasson Hospital and underprivileged areas. Cleanliness Drives on forts nearby Pune. Received the appreciation from Sasson hospital for societal work, and letter of gratitude from Yash Foundation. All these mentioned activities and events sensitize the students to Social Issues and their role in them. It helps to develop the student community relationship, leadership skills, social skills, perceptual skills, and self-confidence of students. Develop a passion and brotherhood towards community, affected people, and destitute. It also helped in cultivating the hidden personalities of students and creating awareness among students. Apart from this various seminars are conducted like 'HIV-AIDS and Impact of Youth' in collaboration with Mahindra Vehicle Manufacturers Ltd and Yash Foundation, Also conducted State Level Event organized by Mahindra Vehicle Manufacturers Ltd. Chakan in association with Yash Foundation &.

The engagement of students with social issues during extension activities often sparks a passion for advocacy and activism among students. They become advocates for change, using their knowledge and experiences to raise awareness, mobilize resources, and collaborate with stakeholders to address pressing social concerns.

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:

Kamala Education Society, Pratibha Institute of Business Management has initialled various activities under its CSR. Our efforts for organising and conducting the extension and Outreach activities are awarded and recognised by Charitable Trust, Private and Limited companies, etc.

- **The ‘Appreciation Certificate’ was awarded by Lions Club for the following**

1. Clothes distribution to Sasoon Hospital in the year 2022-23.
2. Food Distribution to Street Children in PCMC area in the year 2022-23.
3. Food Distribution to Street Children in PCMC area in the year 2022-23
4. August 10, 2021, for an activity aimed at providing grain assistance to the flood-affected people in the Chiplun region.
5. On August 17, 2018, a 'Letter of Appreciation' was received from the Lions Club in recognition of the PIBM family's efforts to support the victims of the devastating floods in Kerala. To foster teamwork and community service among students, PIBM organized a drive where students and faculty generously collected funds, medicines, stationery, clothes, and other essential items to aid those affected by the floods.
6. A 'Letter of Gratitude' was received from Lions Club for computer donation..
7. A 'Letter of Appreciation' was received from the Lions Club on A 'Letter of Appreciation' was received from the Lions Club for a grain collection drive organized by the PIBM family, in association with Alphonsa Church, to support the flood-affected victims in the Kolhapur region.
8. The ‘Appreciation Certificate’ was awarded by Lions Club for A ‘Letter of Gratitude’ is received from ‘Yash Foundation’ for active participation in Road Safety Drive, Tree Plantation Drive and Environment Protection Drive, under the Extension and Outreach activity on 12th of Feb 2022.

- A ‘Letter of Gratitude’ and Appreciation was received from Parshwa Pradnalaya for the following

1. 40 computer donations on April 20, 2022.
2. Active Participation for Tree Plantation Drive on July 7, 2022
3. Sasoon Hospital for participating in CSR activity on 25th of April 2023.
4. Active Participation for Tree Plantation Drive on August 14, 2019
5. Active Participation for Tree Plantation Drive on July 25, 2021
6. 17 computer donations on June 11, 2021

- **A 'Letter of Gratitude' was received from Yash Foundation for the Following**

1. State-level event *Mangal Maitri Melava*, held on August 25, 2019, which organized marriages for HIV-positive individuals as part of an extension activity.

2. Participating in Road Safety Drive, Tree Plantation Drive, and Environment Protection Drive.
 3. A 'Letter of Gratitude' was received in association with Mahindra Heavy Engines Chakan and Yash Foundation for Tree Plantation Drive.
 4. The Certificate was awarded by 'Yash Foundation' for A 'Letter of Gratitude' was received from Indrayani Institute of Pharmacy for computer donation on October 01, 2019.
- A 'Letter of Gratitude' is received from 'Mother Teresa Oldage Home' for Grocery distribution, under the Extension activity on 15th of January 2023.
 - A 'Letter of Appreciation' was received from Vatsalya for conducting an activity on Diwali by providing a ground for sale of diyas to special children on October 19, 2022.

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: 39

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
12	7	5	9	6

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: 39

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:

The institute is located in the industrial belt of Pimpri-Chinchwad Pune. The institute has total campus area of 2.02 Acres, 3471 sq.mtrs. The institute has adequate infrastructure to facilitate teaching learning and research programs, a well ventilated, auditoria classrooms, ICT labs, language labs are maintained. The auditorium, seminar halls, cafeteria and amphitheatre is equipped for extra and co-curricular activities.

The Institute has 10 classrooms, adequately ventilated, equipped with interactive smart panels with auditoria seating arrangements. The air conditioned auditorium has 250 seating arrangement with ICT enabled devices.

There are four computer labs with capacity of 233 computers and one language lab of 40 computers and seating arrangement. The computer lab is utilized for hands-on instruction focused on technology training and learning

A lush green campus has an amphitheatre with 1000 seating arrangement and Open gym with latest equipment. A well maintained exclusive gymnasium centre is located in the campus

Solar panels, general lighting, electricity distribution systems, water plumbing plants, generator sets, and other physical facilities are well maintained and supervised timely.

The group is in charge of maintaining and cleaning the computer and language labs, classrooms, furnishings, staff lounge, sports facilities, and campus grounds. The institute ensures that seminars, guest lectures, and other events are held in the seminar room efficiently and also cultural events at amphitheatre.

The library has a spacious reading hall, a multimedia area, and information resources. Libraries offer repositories, document delivery services, selective dissemination services, current awareness services, and other essential facilities and services. The library is equipped with Koha and OPAC software

The institute provides ICT resources and 200 Mbps Internet services through wifi routers and LAN connections. The IT Annual maintenance includes antivirus and installation of required software. To minimize e-waste, e-devices such as projectors, smart TVs laptops, printers, and photocopiers are

maintained and repurposed.

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: 12.21

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
24.48	20.42	7.98	11.84	7.8

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:

The library is located at the entrance of the building and is spacious, it has a well-ventilated area with conducive learning environment. It has a featured separate sections for different types of resources, such as textbooks, reference books, journals, periodicals, e-resources, and multimedia materials. Convenient seats are available, such as group study tables and lounge areas for comfortable reading.

The library provides a comfortable atmosphere with proper ventilation to improve the learning environment, as well as modern amenities like Wi-Fi, computer terminals, and charging stations. During exam periods, the library's operating hours are prolonged.

The library's selection is thorough, encompassing crucial aspects of management and computer applications. It consists of a variety of current textbooks and reference books, encompassing essential domains such as marketing, finance, operations, human resources, Business analytics, information technology, and software development.

The library provides national and international journals in both print and digital formats for students and faculty to stay updated on the latest research and trends in management and computer applications.

In the current digital era, it is essential to have access to electronic resources. The library has online databases like DELNET that give access to a wide range of academic papers, case studies, and industry reports.

Multimedia resources such as DVDs, CDs, and online streaming services focused on management case studies, lectures, and tutorials are provided to greatly improve the learning process.

A collection of theses and project reports is stored for students to access previous work and find inspiration for their own projects.

Study materials for different competitive exams such as CAT, GMAT, and other management certifications are provided for students to prepare.

The library has implemented technology to make its operations more efficient and improve user satisfaction. Cutting-edge Library Management System.

A modern Library Management System (LMS) - KOHA and OPAC have been put in place to oversee the cataloging, circulation, and acquisition of resources. This system also makes it easier to reserve books online, renew them, and access electronic resources. Students and faculty can search for books and materials from any location on campus using a digital catalog available on the institute's intranet.

The library provides various services for users, such as frequent book exhibitions and special sessions are used in Information Literacy Programs to aware students and faculty how to effectively utilize library resources, search databases, and conduct research.

University's approved librarian and assistant librarian are accessible to offer personalized help with locating resources, conducting research, and utilizing e-resources.

Subscription to Shodhganga and Jaykar library, Savitribai Phule Pune University, and MoUs with other Institute's library are at place to ensure students and faculty can utilize a broader selection of resources.

To support the different timetables of students and faculty, the library provides extended hours, which include late evenings and weekends during examination.

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:

The Institute has advanced IT resources that cater to the academic and administrative requirements of its MBA and MCA programs. The infrastructure comprises top-of-the-line computer labs, intelligent classrooms, state-of-the-art servers, and strong networking equipment. Regular updates are done to these facilities to stay current with technological improvements, guaranteeing that the institute stays ahead in digital education.

Computer facilities and enhancements to hardware technology:

There are total four labs computers labs and one language lab - all containing a total of 272 up-to-date computers. Students and faculty can use these labs for different academic tasks like programming, data analysis, and project work. Regular upgrades are done on the hardware in these labs to ensure they continue to perform well and remain reliable. There are total 18 printers, 9 Interactive flat panels, and 4 projectors.

All desktops have been enhanced to feature the newest Intel Core i7 processors, along with 16GB of RAM and 512GB SSDs. Installed high-resolution screens to improve the quality of the display. Providing faculty members with new models of laptops that support online teaching tools and remote access.

Advanced Classrooms with Multimedia Features

The classrooms at the institute are equipped with advanced technologies, such as interactive flat panels and high-quality audio-visual systems. These intelligent classrooms support interactive teaching techniques like virtual simulations, interactive presentations, and a mix of online and offline learning.

The entire campus is equipped with a high-speed Wi-Fi network, providing smooth internet access for all students, faculty, and administrative staff. The Wi-Fi system allows users to connect multiple devices for

online research, accessing e-resources, and using cloud-based apps.

The newest Wi-Fi technology, providing faster data transfer speeds, reduced latency, and enhanced connectivity in crowded areas. Extra access points were added to get rid of dead zones and guarantee continuous coverage across the campus.

The Internet bandwidth is of 200 Mbps in order to meet the increasing need for high-speed internet, particularly during peak times and online classes. This update also enables the growing utilization of video calls and online education tools.

Support and upkeep for information technology:

The Institute has a specialized team for IT support that guarantees the efficient functioning of all IT systems. Maintenance schedules are adhered to regularly in order to avoid interruptions, and any problems that arise are quickly dealt with. The IT team also holds training sessions for students and faculty to learn about new technologies and software applications.

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: 4.48

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

Response: 151

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: 12.05

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
37.36	16.78	12.62	1.89	2.89

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: 70.39

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
481	373	385	292	257

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: 54.96

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
267	295	335	355	144

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: 84.4

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
269	172	151	124	101

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
271	277	169	142	109

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: 3.97

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
3	2	0	1	0

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

5.3 Student Participation and Activities

5.3.1

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

Response: 14

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
2	6	2	0	4

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: 9.8

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
19	11	5	9	5

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:

The Alumni association is a valuable partner in the institute's growth and success, providing guidance to the latest batches with essential benefits for their professional development. We link students with Alma matter to offer guidance, mentorship, and possible job prospects through internships, job placements, and industry advice to help kickstart successful careers. The Institute aims to establish a lifelong connection between the Institute and its Alumni. The events organized by our alumni association include guest lectures, workshops, and conferences with industry leaders and experts. Some of our alumni also provide financial support to the institute. PIBM alumni stay connected with the institute by engaging in sessions with current students and offering them opportunities to participate in Summer Internship Projects.

Alumni in Orientation Program:

We invite alumni students for departmental orientation program, Abhijeet Patil, Hanumant, Kathrine conducted a session during last year orientation programs. Niranjana Kale conducted session on “Campus to Corporate” and Vinod Mohan Kumar conducted session on “Digital banking”.

Alumni sponsored Live Projects

We have alumni-Initiated Live Projects for Management Graduates. Spurti Express Infra Innovation LLP- company is formed by our alumni student Mr. Vikas Jha wherein Mohini Ramesh Bhondave, Nikita Navnath Shinde, Abhijeet Savalaram Gurav, Jitty Mariyam John, Diksha Ravindra Kamble students participated. Trigati Corporations company is formed by Mr. Hanumant Pandey wherein Saprem Jagtap, Shweta Kale, Diksha Ravindra Kamble, Jitty Mariyam John participated.

Alumni Talk

Mr. Farhan Shaikh and Mrs. Shruti Shashidaran had taken academic subjects as their alumini contribution, while other Alumni like Niranjana Kale, Janvvi Bhat and Abhijeet Savlaram are prominent among many others who have shared their knowledge and talents for making our students corporate ready, at same time from MCA, Ms. Daraksha Tamboli, Dev Takur and Badal have conducted multiple sessions for MCA students. Mr. Hanumant Pande, Mr. Krutrath Shah, Mr. Abhijeet Patil were invited several times for Alumni Talk.

Alumni Corporate Connect

Several alma international members are connected namely, Mr. Nitesh Achhra, Miss. Mitali Patil-Executive Producer, Screen Media Germany, Mr. Gaurav Gundawar-Bits & Contract Manager, Wilson Transformer Co. Melbourne, Australia. Mr. Tony Matthew-Exim Supervisor, LandMark Corp, Dubai and Miss. Dhanashree Raiker, Sr.Quality Analyst, Atos,Syntel,U.K. These members share their experience online with the stuidents and also were a part of an international Alumni interaction.

Alumni Meet

‘PIBM ALUMNI MEET is organised frequently, some of the active mebers of Alma matter are Ms. Nilam Choudhary, Ms.Nirmala Jadhav, Ms.Sanjay Gund, Mr.Vikas Pawar, Ms. Zahida Ansari, Mr.Vinod Mohan Kumar, Mr.Harvinde Singh, Mr. Mrudal Pillai, Mr.Nikhil Bhagwat, Mr.Jobin John, Mr.Sandip Yadav, Mr.Kiran Dhamal, Mr. Sandesh Naik, Nilesh Mendhe, Bharat Malviya, Punam Jagdale, Nilima, Mrunali Darhate, Snehal Kedari, Rohit Sure, Pankaj Firke, Ankit Kumar, RavirajKumbhar, Vinayak Jadhav, Nitesh Achra, Harmandeep Singh, Rohit Koli, Dipali Phadke, Navin Bagalkothar, Chaitnaya Bhavsar, Kanchankumar Inderkar graced the occasion.

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:

The institute has a clear vision and mission. The governance and leadership is In accordance with the directives of the governing board, every member has agreements with the procedure in line with the institute's vision and mission in order to conduct efficient governance.

Vision: To Emerge as Premium Business School in Transforming Students into Management & Technology Professionals and Make Them Good Citizens.

Mission: Upskilling managerial, technical capabilities and inculcate ethical values in the students.

Goals:

- Develop strong leadership skills and the ability to effectively manage teams.
- Enhance student's technical expertise and keep them updated with the latest industry trends.
- Emphasize on soft skills, emotional intelligence, and adaptability
- Foster a resilient sense of ethical responsibility and integrity among students.
- Develop a lifelong learning attitude and encourage students to pursue continuous self-improvement.

Institutional governance and leadership are by the vision and mission of the Institution and it is visible in various institutional practices in the following ways:

Perspective Plan: The institute's phase-by-phase, strategically structured Perspective Plan aims to achieve the institute's sustainable expansion. Accreditation, autonomy, NEP implementation, multidisciplinary courses, etc. Are all included in the perspective plan.

The institute constantly works to deliver high-quality, value-based education by organizing, utilizing technology, building infrastructure, and putting in place a reliable monitoring system. The goal of the institute ecosystem is to establish and maintain an environment of continuous learning for both staff and students. This is achieved through the use of a cutting-edge library, a Swayam awareness program, organising FDPs and other student training programs, material rewards for faculty members' excellent research, and other strategies. The institute uses digital monitoring and a specified process to provide an efficient teaching-learning environment. Planning is the first step, using tools like academic calendars, Timetables, course plans, and academic files. The Institute Implements ERP in Academics, Administration., Library and Examination

The institute has distinct, operational divisions for innovations and research. To foster an entrepreneurial spirit in students, ED cells plan events and hold sessions like corporate week. The institute uses Industry Interface to promote placement activities and host a variety of guest speakers.

NEP Implementation: The institute follows SPPU procedures and directives to ensure that NEP is implemented. The institute established a NEP cell, and to ensure a smooth implementation of NEP inside the institute, all senior faculty members are urged to attend NEP workshops. Additionally, a national workshop on NEP was conducted, and our faculty members also attended guest lectures on NEP at various institutes. The institute offers expert training, industrial training, and other forms of experiential learning. The Curriculum is designed as per the NEP guidelines.

Decentralization & Participative Decisions: The governance of the institute includes both centralized and decentralized decisions. In various situations, the Institute supports decentralization and encourages participation in governance like students taking lead in conducting inter collegiate activities like aarambh, virtual sports fest, industrial visit etc, . Subject allocation, assigning of Academic Roles, planning and conducting Extra and co-curricular activities, Involvement in various clubs, committees and cells.

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 is well versed with perspective or strategic plan for the institution's overall quality enhancement. The perspective plan is developed by the IQAC in accordance with the mission and vision. The following is the perspective plan's main agenda:

Agenda of Strategic Plan

1. To provide an atmosphere where students can receive a high-quality, values-based education
2. To establish an environment that is conducive to continuous learning by offering the right balance between academics and extracurricular activities.

3. To improve research facilities and encourage teachers and students to engage in creative projects and research in order to foster an environment that values ED, innovation, and research.
4. To improve the campus's general infrastructure and the appropriate monitoring system in order to guarantee an efficient teaching-learning process.

Evidence of Implementation of Perspective Plan and Strategic Plan:

The institute started the Implementation of NEP in phases like practicing participative and experiential Learning. The institute also encourages faculty to attend and also conducted a national level workshop NEP-related workshops. Applied for NAAC accreditation, Management Information System (MIS) is operative in day-to-day activities to enhance the academic process Industry-oriented training programs. The Following practices of the institute are also designed and implemented in such a way that it will create a system for implementing and achieving the Perspective plan of the institute.

Policies: The institutional bodies are functional in the institute which is an evidence in various ways like implementation of Perspective plan, activities aligned with vision and mission, proper decision-making process, centralized and decentralized decision making etc.

Institutional Bodies: The institution bodies including GB, CDC, IQAC, various cells and committees actively functioning in the organization. The committees also fulfil the Organizational Setup, The organizational set-up of the institution is designed carefully to implement centralized decisions wherever necessary and exhibit decentralization at the level of implementation. Such a defined and clear structure enhances the decision-making process. The Major decisions like strategic decisions are centralized decisions taken by GB and CDC which will be implemented in the institute. The Organizational structure includes four major sections namely, administration, student support, academics and various cells and committees in the institute under the director to ensure proper decision-making and its implementation.

Services Rules:

Every employee has his unique service book with detailed record. The service rules like leave policy, workload etc of all staff members are based on the statutes of the University.

Recruitment and Promotion Policy:

The recruitment process and promotional policy of the institute are in line with the norms and statutes of Savitribai Phule Pune University, AICTE and the Government of Maharashtra. Further, it depends upon qualification, professional experience and performance appraisal of the individual.

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:

The Institute follows a systematic performance appraisal system for teaching and administrative staff members. During the faculty meetings, the practice and importance of appraisal systems are explained to the employees. Every year the 360 degrees performance appraisal of the faculty members is carried out by assessing their involvement in teaching, learning, research, contribution towards administrative work, self-development through their attainment in refreshers course, NPTEL MOOC , Seminars, Workshops and other recognitions. An appraisal meeting with individual staff members is undertaken by the head of the institute along with HOD. Appreciation for good work, Identified Gaps, improvements required or any grievances will be discussed during the meeting.

Process -

1. Faculty fill the Self-Appraisal Report and submit to the HOD.
2. HoDs verify the faculty appraisal details seeking assistance of Admin staff and provide the appropriate remarks
3. Director reviews the H.O.D remarks and endorse for further actions to the management.

Performance appraisal motivates the staff to perform better and give their best for the institution, which indirectly helps the institute to develop.

Staff Welfare-

Several welfare facility is provide by the Institute, some of them are as follows

Reimbursement of Research and professional development programs:

Faculty members are encouraged to participate in seminars, conferences and workshops while the fees paid for these are reimbursed to them.

Loan Facility:

The Institute has a tie-up with TJSB bank for a quick and instant credit transfer to the employees with the limit of thrice of the employee's monthly salary. A special approval is required for the loan amount of Rs. 5 Lakhs and above.

Educational support: The staff members - teaching and non-teaching staff, are encouraged to undertake higher education. They are provided with a leave facility for Educational purposes.

Laptop Facility:

Every faculty member has been allotted a laptop for their work and to conduct online class and research.

Canteen facility:

The Institute have an in-house canteen within the campus and concessional quality food is ensured.

Provident Fund:

As per the statutory compliance of the government, a provident fund is given to eligible employees.

Uniform to the staff:

The Institute provides college uniforms to teaching and non-teaching staff.

Maternity Leave- Maternity leave to the staff is provided for upto one year

Employee Medical Insurance Policy:

The Institute has a Group Insurance policy for those Teaching and Non-teaching staff who have submitted a request letter for the same and the same is approved by the management

Priority basis admissions for wards of staff:

It is followed in every unit under Kamala Education society that the priority basis admission is given to every staff of any unit.

Other welfare activities:

There are various staff welfare measures carried out in Pratibha Institute of Business Management to seek the effective staff welfare avenues. The practices followed include Holi celebration, Diwali celebration, movie screening etc.

Time to time training is imparted to support staff to create efficiency in the area of functioning. To attend national and international conferences, seminars, FDP, STTP, and workshops, the faculty is sanctioned duty leave. All the staff also get free refreshment such as tea/coffee on daily basis.

All faculty and support staff members get free eye checkups.

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: 44.67

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
16	16	18	13	4

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: 46.55

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

2022-23	2021-22	2020-21	2019-20	2018-19
31	23	22	21	11

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
18	17	14	16	17

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:

Student fees, freships, and government and non-government scholarships are Institute's main sources of funds. As the parent organization, Kamala Education Society provides the institute the monetary assistance on a regular basis as well as whenever there is a shortfall.

The institute employs a well-defined and equally sustainable mechanism to guarantee the optimal and efficient utilization of financial resources.

The governing board approves the institute's yearly budget, which includes both capital and revenue expenditures.

The last five years of budgets are non-deficit, meticulously planned with taking into account all potential costs.

The Institute monitors the accounting activities of the institute on a real-time basis-

The institute does internal and external audits. The institution's balance sheet is duly audited and submitted on a regular basis to ensure that the resources are being used appropriately.

Case highlighting the institutional practice of mobilisation of Fund:

In addition to a sizable budget, the Institute facilitates petty cash, while netbanking and cheque payments are made in advance and after full – final settlements for all events and activities.

The following scenario explains one such example:

Every year, the institute hosts the Aarambh intercollegiate program. After receiving the director's permission, the institute appoints a coordinator to generate the event budget, which shall be subsequently sent to the director's office for approval.

After receiving the budget, the finance department reviews it to make sure the appropriateness. Coordinators are asked to provide clarifications if required, on the cost, quantity, and quotations.

On completion of the event, the finance department receives the invoices and expenses. The finance department accepts the bills after carefully reviewing them and determining their legitimacy. For every event or activity, the institute uses the same procedure. For purchases, the purchase committee is formed. Quotations procured from vendors, minimum three quotations are mandatory. On receiving the quotation a comparative sheet is prepared and purchase committee finalises the decision and shall be forwarded to the finance department for further action.

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:

To fulfil the aim of offering students a high-quality education, IQAC consistently enhances the teaching and learning experience. It includes evaluations from students, test results, in order to analyse learning objectives and the teaching-learning process. In order to accomplish the structures and procedures of operations, strategies are created. These may include modifications to teaching strategies, faculty development, infrastructure improvements, and the improvement of student support services. IQAC keeps track of the small changes made to various activities and communicates to management, faculty, students, and other stakeholders about the progress made in reaching the goals set forth.

IQAC reviews the teaching-learning process using a methodical procedure. The following actions for quality improvement have been made by the IQAC: NAAC accreditation, NIRF certificate, AISHE, putting into practice efficient outcome-based education (OBE), promoting start-ups, IPR, and research Improving Industry-Institute Collaboration Implementing a reliable and consistent feedback system Encourage the activities to address societal, ethical, and professional challenges. Faculty members are

assisted by the research cell in publishing their research articles in prestigious journals and conferences through collaboration with IQAC.

IQAC closely monitors Teaching Learning processes Feedback is collected from stakeholders annually. The certification courses are chosen, developed and implemented based on feedback comments received. At the end of the year Academic and Administrative Audit conducted.

IQAC also ensures that the curriculum delivered and assessed using appropriate online platforms, MS Teams, SWAYAM, and others. Faculty members participate in training courses organized by IQAC to ensure the seamless execution of academic activities.

Some of the Outcomes over last five years

- 1.Higher graduation rates, improved job placements, and alumni connect
- 2.Increase in Add on Courses and Certifications
- 3.Institutional Innovation Council setup with 1 star in 2019-20 and upgraded till 3.5 Star in 2022-23
- 4.Research Centre established under the affiliation of Savitribai Phule Pune University
- 5.Increase in faculty research paper and chapters publications
- 6.Ph.D Research course work conducted in association with SPPU
- 7.One student awarded PHD from the Research Centre
- 8.Students on campus were increased from 358 in 2018 to 676 in 2022-23
- 9.Technology Integration: Implementation of e-learning platforms (LMS and ERP), smart classrooms with interactive panels, and softwares, supporting a digital-first approach to education.
- 10.Increased MoUs with Industry and Institutes: conducted mammoth activities in Teaching-Learning, CSR, and neighborhood extension
- 11.Boosted Industry Connect : Stronger partnerships with industry through internships, guest lectures, and live projects, enhancing the learning experience
- 12.Established 57 start-ups by the students
- 13.Associated with IITM, IITB for mentoring startup projects
- 14.The Institute is an advisor for Startup India DIPP, and Maharashtra Centre for Entrepreneurship Development (MCED)
- 15.Initiatives towards awareness of NEP through Workshops and Implementation of NEP 2020

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:

Gender Sensitization and awareness:

The Institute keenly promotes awareness regarding gender sensitization and equity through a several ways, such as hosting informative sessions and workshops for the students. Distinguished speakers and guests are invited for these events to impart their wisdom words and experience. The Institute celebrates commemorative days like Women's Day, Teachers' Day, and the birth anniversaries of respectful personalities like Savitribai Phule, Rajmata Jijabai, Chh. Shivaji Maharaj, and Swami Vivekananda,

Cultural Events and Festivals:

The Institute organizes various functions and celebrates festivals to make students aware and accept cultural diversity. The festivals viz Holi, Diwali, Ramadan Id, Christmas, Ganesh Jayanti, Onam, Shiva Jayanti, and Dussehra. Through these celebrations, the institute advances an environment wherein students not only revel in the festivities but also grasp the significance and nuances inherent to each cultural observance. Onam and Ganesh festival were combined to celebrate together and was under the title cultural mosaic. The cultural mosaic was celebrated twice in last five years.

National, International Festivals and Days:

Institute observes national festivals like Independence Day, Republic Day, and Mahatma Gandhi Jayanti, celebrating days for remembering the freedom fighter. The pledge is taken on Constitution Day by the students to a profound understanding of India's constitutional framework. Esteemed speakers are invited to explain the significance of the constitution.

Security Measures on campus:

The Institute adheres to a consistent commitment towards the safety and security of all individuals within its campus premises through the implementation of of security measures. The Institute had installed

CCTV surveillance systems at main locations across the campus, ensuring vigilant monitoring and supervising. The access to the campus is checked with mandatory ID verification protocols and the deployment of trained security guards to regulate entry points effectively. Separate common rooms for boys and girls exists in the Institute.

Women Grievance committees:

Various committees, such as the Internal Complaints Committee, Women’s Grievance Cell, and Students’ Grievance Cell, are formed and takes care to address concerns raised by students within their respective domains. Upon receipt of any complains or grievances, the designated committee members meticulously sort out the issues. The matters are discussed during committee meetings and effective resolutions are framed to mitigate and resolve the identified challenges.

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

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	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:

PIBM takes efforts in team building of students by organizing various events and giving them the appropriate responsibilities.

The Institute, organizes cultural events like Unify and Aarambh where students discover, showcase their hidden talents through participating in such events. They are from different states, culture, religions. They perform very enthusiastically in such events.

PIBM celebrate Freshers' Party to welcome new students which is organized by senior students. New students made feel comfortable through these events. Farewell party is organized by junior students to their seniors who are leaving institute after passing out. Both events are student driven events where students learn to manage events.

Regional and linguistic Activities:

Students from various language and geographic backgrounds participate in celebrations of Marathi Bhasha Diwas and Sadbhavana Diwas, Dipavali, Teacher's Day, Guru Pournima, Dusshera, Dandiya, Holi, etc. to honour the value of unity in diversity. The celebration of religious holidays and events teaches people to show their appreciation and respect for one another. Additionally, both local and national events uplift everyone and uphold morality.

Responsive Activities

PIBM helped Kerala flood affected people by providing them the medicines, clothes, food and required necessary things. Faculty, students took initiatives to collect these items from various sources. Numerous initiatives, such as health check-ups, blood donation camps, bedsheets distribution to Sassoon hospital, cloths, and food to needy and orphanage people were taken by PIBM. Medicine distribution to Covid-19 lockdown victims, distribution drives for food, sanitizer, face masks, and gloves, waste management programmes, etc. Through these activities, students become familiar with the diverse cultures of our country and contribute to the growth of tolerance and peace toward differences in culture, region, language, community, socioeconomic status, and other areas.

Human Values

The institution educates its staff and students about their constitutional duties by celebrating Constitution Day. Through CSR activities like tree plantation, safety driving road shows, path-natya on women empowerment we inculcate responsibility towards society among students.

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:

Title of the Practice:

1. Industry Live Research Projects for MBA students

Objective of the Practice:

- a. Providing Hands-on Experience of Industry Project work and Operations
- b. Making students aware about functions of Industry and related domain jobs.

The Context:

The department of MBA is extensively arranging Industry – Institute Interaction and providing the Live Projects to the students. The live research projects are important to understand the research scope, the critical success factors, execution of research outcomes, implementations of project in company orientations.

The Practice:

Live projects help students to acquire experiential learning. It includes Structured Framework, Stakeholder Involvement, Regular Monitoring and Evaluation, Documentation and Reporting, Continuous Improvement, Capacity Building.

The institute identifies the students with respect to their abilities while these students are interviewed by the company and final shortlisted students perform the live projects/ field assignments and report to the authorities as per the SOPs of company. The live projects vary the durations from 30 days to 90 days.

Evidence of Success

Sr. No.	Year	No. of projects	No. of Students
1.	2020-21	1	14
2.	2021-22	4	30
3.	2022-23	10	60

2. Title of the Practice:

Show and Tell followed by MCA department.

Objectives of Practice:

- To make students understand the technical subjects and topics conceptually and practically. To motivate faculties teaching technical / programming modules to be hands on [**Initial Version**].
 - Hands on code, demonstrate resolution of compilation and logical errors
 - Refer online resources for problem solving
 - Resolving Installation and environment specific issues
 - Demonstration of Usage of tools DevOps specific.
- To motivate faculties to demonstration the creation of various artifacts created in Software Development Life Cycle [**Version 2**].
 - Requirements Specification
 - Test Cases
 - Test Plan
 - Software Project Schedule
 - Software Project Plan
 - Risk mitigation plan.
- To motivate faculties to Integrate Generative AI in IDEs [**Version 3**]

Using Integrated AI faculties depth and spread of solutions to a given problem multiplied leaps and bounds. For instance, one solution could be a simple non-recursive solution with more lines of code, whereas another solution of same problem could be using recursion. So this increased the amount of repository getting discussed and covered in class for students, thus increasing the depth and spread of the given module.

The Context

[**Initial Version**] Show and Tell practice was initially aimed to follow a specific teaching practice while conducting lectures of "Technical" modules like "Programming Languages".

[Version 2] Furthermore, this practice got extended to certain modules like Software Project Management and Software Testing and Quality Assurance.

Software Project Management - As a part of pedagogy, module teacher in the class motivates students to interactively participate in the case study and demonstrates the creation of critical artifacts like

- Risk Register
- Project plan (detailed Schedule, phases, list of deliverables)

This demonstration helps students to prepare similar artifacts for their respective mini and major projects.

Software Testing and Quality Assurance - As a part of pedagogy, subject teacher discusses a case study in the class and starts laying down.

- Test Strategy / Plan
- System Test cases

Based on this, every student is expected to prepare a test plan and capture test cases for their respective mini projects and major projects.

[Version 3] Faculties teaching “Technology” typically limit themselves to a known solution to a given problem. This limits faculty’s ability to demonstrate multiple ways to seek / resolve solutions. Once the repository is built, faculties resolve to stick on the same approach of taking similar set of programs limiting themselves to seek more examples or alternatives.

To eliminate above constraint / limitation the practice was further extended to include Integration of generative AI within IDE.

Using Integrated AI faculties depth and spread of solutions to a given problem multiplied leaps and bounds. For instance, one solution could be a simple non-recursive solution with more lines of code, whereas another solution of same problem could be using recursion. So this increased the amount of repository getting discussed and covered in class for students, thus increasing the depth and spread of the given module.

The Practice

MCA department faculties conduct session / lecture by

- Demonstrating the working of technology / Programming language – Various concepts are demonstrated live by creating programs during session.

- Various problem-solving techniques are demonstrated to resolve issues.
- Online resources are referred to expedite the problem resolution.
- Case studies are discussed in session to develop their programming skills.
- Problem-solving sessions guided by technically proficient students to aid weaker students in learning through collaborative learning.
- To expose the students to advanced levels of information, programmes including seminars, workshops, and guest lectures by business professionals are also held. Some of the practices include open book tests, subject wise assignments, etc. are held as participative learning.
- Faculty members design and guide students through real-world projects, simulating industry scenarios. Regular workshops on current technologies, tools, and programming languages, providing hands-on experience. Faculty-led sessions focusing on problem-solving techniques, coding challenges, and debugging exercises. Encouraging group work and peer collaboration under faculty supervision to develop teamwork and communication skills. Using industry-standard tools and software, ensuring students are employable when they will complete their degree.
- Faculties Integrate Generative AI with IDEs thus providing them a depth and spread to discuss multiple solutions to a problem.

Evidence of Success

- Skilled and Hands-on faculties providing better technical guidance.
- Improved participation and wins in Hackathons like Battle with code, project presentation competition at Suryadatta Institute, Pune, Codethon, intra-collegiate programming competitions at Kaveri
- Improved quality of projects.
- Better feedback from employers like Kaldin
- Improved University results.
- Enhanced Skills: Students gain practical skills and confidence in using contemporary technologies and methodologies.
- Improved Understanding: Deepened understanding of theoretical concepts through application in hands-on projects.
- Increased Employability: Graduates are better prepared for the job market, having practical experience and familiarity with industry practices.
- Faculty-Student Interaction: Strengthened faculty-student relationships, fostering supportive and motivating learning environment. By integrating hands-on sessions, well-rounded, skilled students ready to tackle the challenges of the tech industry.

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:

The Institute has developed a unique distinctive area of priority and thrust over last five years on promoting the startups. The notion is to support the Start-Up India Initiative started in January 2016. The distinctive practice has emerged with 57 star-ups till date. The objective is to develop entrepreneurs, empower them with equipped knowledge and know how and to build a strong ecosystem for startups.

The Institute's Innovation cell is registered under National Innovation Startup Policy- NISP and also registered with Institutional Innovation Council- IIC (Ministry of Education Council Cell). The institute registered with a single star for IIC and has raised its status to 3.5 stars in 2022-23. Various programs and events are hosted under the flagship of IIC to develop the entrepreneurs and build startups.

The IIC has created a robust local innovation ecosystem. The main objective was to conduct various innovation and entrepreneurship- related activities, organize periodic workshops/ seminars / interactions with entrepreneurs, investors, and professionals and create a mentor pool for students. IIC has played vital role in the area of Pre-Incubation sphere and established strong connection with incubation sphere and bridged the gap between two, hence, identifying, preparing and creating pipeline of student & faculty innovations ready for commercialization through start up and enterprise mode.

The Institute is a mentor for several institutes in Mentor-Mentee program and Impact series of institutional Innovation Council. While it is also a mentor for several centers to develop the startup ecosystem. Following are the mentees of the Institute for legalizing and scaling the business of their students.

- 1.S.S College Gondiya
- 2.Asian College of Arts Science and Commerce, Pune
- 3.AISSMS College of Engineering, Pune

The Institute is associated with IIT- Mumbai and IIT Madras for mentoring and as an advisory member to the startups. Prof. Gururaj Dangare, senior faculty member is dedicatedly involved to endeavor the activities under the startup programs. The Institute emphasizes on feasibility, scalability and helps to pitch the startups to the investors.

Association with government Bodies:

The Institute is associated with startup and Entrepreneurs' concerned government bodies

Date	Organization	Type of Association	Nature of Work
11- Dec. 2020	Maharashtra Center of Entrepreneurship Development (MCED) Nodal Training Agency of Govt. of Maharashtra	Member of Advisory Cel	Entrepreneurship Development

	working under Directorate of Industries		
27-Jun-2020	Startup India, Ministry of Commerce and Industries, New Delhi	Startup Mentor	Mentoring
17-Jul-2023	Associate as a Startup Mentor on Startup India Marg under Department for Promotion of Industry and Internal Trade under Ministry of Commerce and Industry, New Delhi	Startup Mentor	Mentoring

List of Startups setup established in last five years

Sr. No	Name of the Startup	Student Name	Functional Area
1	Pandit on Click	Vikas Jha- Hanumant Pandey	Online Pandit Booking Service
2	Study Mantra	Dadasaheb Narale Ajay Swami	E-Learning
3	I-Blocks- Priggish India Pvt. Ltd	Hanumant Pandey	Waste Management
4	Queen O King	Omkar Thakkar Priya Bhagodia	Event Management
5	Dass Infotech Pvt. Ltd	Dada Saheb Narale Ajay Swami Shahrukh Khan	IT Enabled services
6	Edunox	Umesh Nesari Amit Chavan	Learning Management systems
7	AK Namkeens	Nagesh Kuskar	Confectionery Products
8	Alarity IT Solutions Pvt. Ltd	Irfan Kazi & Sayali Nathi	IT Enabled services
9	MH-14 Events	Krutarth Shah	Event Management
10	The Garage Cafe	Omkar Thakkar Reena Dangare Mahesh Malla	Food Sector
11	Lucky Computers	Sabiya Pansare Saurabh Jagtap Reena Dangare Rajkumar Jaiswar	IT Training Institute
12	The Pink Laundry	Seema Yadav	Laundry Services
13	Trigati Moving Company	Hanumant Pandey	Movers & Packers
14	U-Shop	Uttam Singh Shekhawat	B to B Retail
15	Hotel Akkha Masoor	Ajinkya Bichkar	Restaurant
16	Target Computer Institute	Shubham Sisodia	Training Institute
17	The Shivar Group	Swapnil Rokde	Dehydrated Products
18	Spurtee Express	Vikas Jha	Logistics Services

19	Car o Cab	Priya Bhagodia	Luxury Car Booking
20	The Hunger Express	Chandini Kumari	Café
21	Hotel Riwayyat	Abhijeet Patil	Restaurant
22	Nirmal IT Solutions & Consultancy Pvt. Ltd	Umesh Nesari	IT Consultancy
23	AMG Resources Pvt Ltd	Ajay Gaikwad	Security Services
24	Pace Move Logistics	Aman Tayal	Logistics Services
25	Colour Hunt	Nitin More	Wholesale & Retail trading – Apparel
26	Praj Crafts	Prajakta Padghal	Handicrafts
27	Hotel Fish Pont	Kedar Tikone	Restaurant
28	V-Power	Akash Talpelliwar	Manufacturing and Trading of Machine Tools
29	Barfi	Ganesh Habgunde	Food Sector
30	Life Stories Events	Krtutarth Shah	Event Management
31	M Tech Enterprises	Swapnil Mahajan	NABL Testing
32	Star Cricket Academy	Kedar Tikone	Sports
32	Shree Tuljabhavani Foods Pvt. Ltd	Praful Bhadekar	Food Sector
33	Clickdigi Innovations	Farhan Shaikh	Digital Services
34	Reborn Graphics	Nikhil Ghorpade	Graphic Designing
35	Oxygen Exotic Nursery	Ajay Kashid	Argo-tech
36	Orgables Foods	Saurabh Jagtap	Organic Food
37	Robotricks	Akshay Muley	Robotics Training
38	MG's Café Delight	Saurabh Jagtap	Food Sector
39	Teslac	Ronit Kasegaonkar	Tech & ITES
40	Reenoera Digital technologies Pvt. Ltd	Ajinkya bichkar	Digital Services
41	Effcode Technologies	Amit Chavan	ITES
42	Edumiller	Bhavesh Sirvi	ERP
43	Soham Trading Company	Sanjay Gund	Agro-Equipment
44	VTRS Agro Product	Sudhakar Mahadik	Agri Business
45	Shri Honai Traders	Tushar Gurav	Food Sector
46	Greet and Treat	Sampda Naik	Event Management
47	Sankhya Upskilling	Dr. Satish Pawar	Data Science – Edutech
48	Visatech Industries LLP	Vijay Kagwade	Manufacturing
49	Nagnaath Steel and Cement	Meghraj Birajdar	Trading
50	Consulo Educare Pvt. Ltd	Shrenik Kucheriya	Edu Tech
51	The Moment Stories	Suraj Shinde	Photography
52	The A P Events	Ashish Patel	Events Management
53	The Wireman Enterprises	Shubham Prasad	Electrical Work
54	The Feathers	Kishan Panchal	Apparel
55	The Coffee Culture	Suraj Bhase	Food Sector
56	The Giftery	Meghana Pachpute	Gifts and Events
57	Sangram digital	Sangram Kambale	Digital Marketing

The institute's continuous work on start-up projects in association with industries and government bodies has created a distinctive and thriving startup ecosystem. This ecosystem is an evidence to towards commitment to boost innovation, support entrepreneurship, and contribution to societal progress by mentoring various educational organizations and budding entrepreneurs. The Institute assures in producing the next generation of innovators and leaders who will drive change aligned with the vision of Self-Reliant India and Viksit Bharat.

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

5. CONCLUSION

Additional Information :

The Institute has seen a higher percentage of female students admitted than male students, which indicates the campus's reliability and friendly atmosphere. A committed female physician works full-time on campus.

Being situated in Industry hub the institute shares its facilities like auditorium/ Amphitheatre to professional clubs viz Lions Club, Toast Master, National Institute of Personnel Management (NIPM), NGOs, Government and semi government departments like Maharashtra Centre for Entrepreneurship Development (MCED) for their scheduled programs.

The Institute has a Facilitation centre (Admission Scrutiny) which guides the students for admissions in MBA and MCA. The facilitation centre verifies the students' documents and uploads it to the admission portal. A special session on scholarships is conducted on the campus to guide the student towards government scholarships and the required documents.

Concluding Remarks :

PIBM has consistently strived to maintain its dedication to academic excellence, innovation, and comprehensive student growth. The institute has implemented the recommendations from the NAAC peer team in Cycle 1 and accomplished important progress, such as establishing a research center affiliated to the University, enhancing Industry Connect, faculty, students engagement in innovation and research activities and publications, forming an Alumni Chapter, and organizing various student-focused activities. These achievements demonstrate our commitment to reshaping the educational journey to prepare students with the necessary skills and knowledge for success in their careers.

Our strategic location in industrial and business hub, coupled with experienced faculty and strong industry connections. This allows PIBM to offer a robust learning environment that integrates academic rigor with practical applications. The Institute focuses on skill development through hands-on learning and real-life projects to make them ready to work in industry from the first day. The institute's focus on innovation and practical learning had enabled our students to setup many startups.

In the future, PIBM is dedicated to upholding top-notch educational standards as we increase our worldwide partnerships and adopt a multidisciplinary strategy. Our goal is to constantly enhance our infrastructure, cultivate robust industry collaborations, and enrich our students' global skills, so they are ready to tackle the emerging trends.

In conclusion, PIBM's has preserved its core values and is on the growing path with our vision of emerging as a premier business school that transforms students into skilled professionals and responsible citizens and ready to make meaningful contributions to society and the global business landscape.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :22</p> <p>Remark : As per clarification received from HEI, and excluding program which are part of curriculum and Repetition of Add on/Certificate/Value added programs and training programs, thus DVV input is recommended.</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>656</td> <td>615</td> <td>281</td> <td>343</td> <td>288</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>640</td> <td>600</td> <td>260</td> <td>340</td> <td>250</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, and changes done according to the above related metric id 1.2.1, thus DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	656	615	281	343	288	2022-23	2021-22	2020-21	2019-20	2018-19	640	600	260	340	250
2022-23	2021-22	2020-21	2019-20	2018-19																	
656	615	281	343	288																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
640	600	260	340	250																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 378</p> <p>Answer after DVV Verification: 320</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																				
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to</p>																				

be considered)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
300	300	240	176	180

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
300	300	240	176	180

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
300	300	240	180	180

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
300	300	240	240	240

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

2.1.2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
96	96	59	44	39

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
86	76	48	26	24

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
112	114	88	69	69

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
112	114	88	69	69

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
30	30	27	21	21

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
35	29	30	28	28

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	10	9	7	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	9	9	7	9

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
271	277	169	142	109

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
265	270	164	138	103

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
330	292	172	143	125

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
330	292	172	143	129

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4.29	0.12	0	0	1.74

Answer After DVV Verification :

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

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
50	15	15	6	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
50	9	18	5	2

Remark : As per provided screenshots of publication in supporting documents , thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	10	5	13	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	7	5	9	6

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

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

Answer before DVV Verification :

Answer After DVV Verification :39

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

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

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

Answer before DVV Verification : 302

Answer after DVV Verification: 151

Remark : As HEI has not provided proper bills of computer and stock register so we have considering 50% of the HEI input, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
59.1	34.37	26.62	28.1	44.47

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
37.36	16.78	12.62	1.89	2.89

Remark : As per data provided in audited statement, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
279	172	151	127	127

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
269	172	151	124	101

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
271	277	169	142	109

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
271	277	169	142	109

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	0	1	0

Remark : As per clarification received from HEI, and according to provided certificates, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	18	0	6	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	6	2	0	4

Remark : As per clarification received from HEI, and exclude Participation / appreciation certificates , thus DVV input is recommended.

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

5.3.2.1. Number of sports and cultural programs in which students of the Institution

participated year wise during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22	11	5	13	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
19	11	5	9	5

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	23	22	30	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	18	13	4

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
38	35	32	27	16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
31	23	22	21	11

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
18	17	14	16	17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
18	17	14	16	17

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

7.1.2 The Institution has facilities and initiatives for

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

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

Answer After DVV Verification: B. 3 of the above

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

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**

Answer before DVV Verification : A. All of the above

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

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

2.Extended Profile Deviations

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

Answer before DVV Verification : 34

Answer after DVV Verification : 36

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
34	29	30	28	28

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
35	29	30	28	28