



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**PIRENS INSTITUTE OF BUSINESS MANAGEMENT AND
ADMINISTRATION (IBMA), LONI (BK)**

AT POST LONI BK TAL RAHATA

413736

www.pirens.in

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Institute of Business Management and Administration (IBMA) was established in 1993 under the nonprofit organization Pravara Institute of Research and Education in Natural and Social Sciences (PIRENS). The IBMA is recognized under section 2(f) and 12 (B) of UGC Act 1956. The nonprofit organization PIRENS was established in the year 1983 under the dynamic leadership of Late. Dr. Balasaheb Vikhe Patil (Padmabhushan Awardee), to support the rural masses in the fields of Agriculture, Research and Extension.

IBMA gears itself to partner with the nation by developing a multi-layered leadership structure sensitive and responsive to the aspirations of all stakeholders. The institutional vision of providing access to affordable and quality education for all - particularly those who are in the rural areas was shaped by Late. Dr. Balasaheb Vikhe Patil (Padmabhushan Awardee). It was actualized by Shri. Radhakrishna Vikhe Patil, the standing President of PIRENS and the Minister of Revenue and Animal Husbandry & Dairy Development, Government of Maharashtra.

Master of Business Administration (MBA) programme was launched in 1993 with the objective of providing quality education in the field of management whereas the Master of Computer Applications (MCA) programme was launched in 2020 with the objective of providing quality education in the field of Computer Applications.

B.Voc (Banking, Financial Services and Insurance) and B.Voc (Software Development) programme were launched in 2020 with the objective of providing skill based education in management and computer sciences.

IBMA has a stronger network of its Alumni with the real time Alumni counting to 1915 serving on different designations of reputed organizations. Furthermore, the institute is managed by the governing body members from diverse expertise backgrounds inclusive of education, social, economic, agriculture and Industry.

Vision

'To provide affordable and quality education to develop potential of students to its fullest extent'

With due consideration to the society and the location of the institute, the vision of the institute focuses on benefiting the rural masses. With the greater portion of the society with low income levels, the vision emphasizes on leveraging the ability of the students in rural areas to afford the quality education. The Institute has fees installment policy to enable the its students to pay the fees on installment basis in order to achieve the vision in line with the affordable education.

Mission

'To produce bright young managers and technocrats to transform enterprises into stars.'

The Institute addresses the different requirements of the industry through its mission statement. The mission statement of the institute revolve around cultivation of the professional education affinity in the rural masses.

The alumni of the Institute are serving the nation by working in various sectors and industries.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strength

- Providing Management education in rural area with affordable cost.
- The Institute is managed by the members who are serving themselves in the State administration.
- PIRENS IBMA has highly qualified and dedicated young teaching faculty.
- The institute has state of the art infrastructure inclusive of lecture halls, seminar halls, library, computer labs, etc.
- Dedicated Training and placement cell of the institute that provides ample job opportunities to the students readily available onto the student's official WhatsApp groups and the notice boards.
- Good participation of the students in the co-curricular and the extracurricular activities.
- Institute has a well developed network of the resources and its exchange with the well functioning MoU's.
- 34 students have completed their Doctoral research through PIRENS IBMA.
- Strong Alumni network with 1915 real time alumni.
- More than 25% teaching faculty are the alumni of the Institute and many Management Institutions are driven by the alumni of PIRENS IBMA.
- Earn and Learn scheme implemented by the institute serves as the good facility for the students coming from the weaker sections of the society.
- The institute has state of the art staff quarter constructed for the faculty.
- The institute is situated in well maintained lush green campus with good air quality.
- The Institute provides financial support to the faculty for participating in the seminar, conferences, workshops and FDPs.
- The institute has hostel facility for the girl students within the campus with the attached mess for good and hygienic quality food.

Institutional Weakness

Weakness

- The socio economic background of the admitted students stands to be the reason for their poor language competence adding to the weakness of the institute.
- At some point, there exists deficiency in the skillful supportive staff
- The enrolment percentage for B.Voc (BFSI) is at low levels.
- Majority of student enrollment are from the district itself which stands as a barrier for cosmopolitan culture of learning.
- Since the Institute is located in rural area there exists limited Industry-Institute interface.

Institutional Opportunity

Opportunities

- PIRENS IBMA takes it as the opportunity to run ample of the online courses and improve the technical knowledge of its students.
- Being an older institute, the institute has an opportunity to use the Alumni database for placements and expert talks.
- With the help of highly qualified faculty, the institute can undertake the consultancy services.
- The Institute have opportunity to fetch the grants for various research projects funded by the AICTE, UGC, University and Government.
- Since the institute is a sister concern of Sugar Factory and the Cooperative bank, the institute has the opportunity to provide industrial working knowledge from the resources therein.
- Institute can play the vital role as a change agent for rural development through its research & extension activities.

Institutional Challenge

Challenges

- PIRENS IBMA takes it as a challenge to make every student industry ready
- Efforts to bridge the gap between the industrial expectations and the ability of the students.
- Establishment of the collaboration with the international organizations for the faculty and student exchange programmes.
- To increase the number of students appearing for the competitive examinations.
- It is a challenging thing to increase the funding for the consultancy provision by the institute.
- Low priority of the companies from varied industries for the campus placement on account of rural based.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The academics of the institute is well planned and executed accordingly in line with the planning documents inclusive of academic calendars, time tables, prior notifications, etc. The institution has complied with the continuous concurrent evaluation methods prescribed by the university that permits fair evaluation of the students for giving internal examination scores. The course files maintained by the course instructors serve as a record of the effective curriculum delivery. The course allocation is followed with the development of the workload distribution documents in a meeting chaired by the Head of Department and the director.

Institute conducts several value added programs like English speaking, Personality development, Communication skills, Employability Enhancement etc to cater to the need of rural area students and to make them employable. Institution has also organized various online certificate courses, seminars, workshops and skill development courses in the emerging fields for improving the skills of students across the various domains. This is also a provision to maintain the flexibility in the learning of the students.

The Institute also conducts various sessions, activities, and events that add to the enrichment in the curriculum. This makes the delivery content to be annexed beyond the prescribed syllabus of the University.

Since the institute follows syllabi prescribed by the University, it makes possible for the institute to address the cross cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability as a part of its curriculum via various courses . Furthermore, the curriculum requires the students to undertake the projects, field work as a part of their degree completion which even more enriches the curriculum.

The feedback system of the institute is full proof to some extent with feedback from students, teachers, alumni and the parents. It is a source of the improvement scope in the existing teaching learning methodologies, systems, processes. The actions are taken on the feedback generated to arrive at the solutions wherever required.

Teaching-learning and Evaluation

PIRENS IBMA follows the guidelines of Directorate of Technical education, Maharashtra for admission process. Student will get the admission based on the score obtained in the common entrance examination conducted by Govt. of Maharashtra and National Testing Agency.

PIRENS, Institute of Business Management and Administration is a place with zero tolerance and no discrimination amongst the students on the grounds of caste, gender, color, culture geographical area and so on.

We at PIRENS IBMA incorporate the experiential teaching in the learning with the approach to make the students ready to face the challenges after being graduated. During two years in programme students are exposed to Summer Internship Project, Industrial visits at different places, technology assisted learning, problem solving methodologies like case study solution, group discussion, presentations etc. Every faculty prepares a course file before the commencement of each semester which contain course syllabus, teaching plan, evaluation plan, course materials etc. In PIRENS IBMA we have faculty who have both industry as well as teaching experience. Out of the total faculty, around 25% faculty are Ph.D holder & 4 are pursuing Ph.D.

At PIRENS IBMA the internal evaluation of the students is done on the basis of comprehensive concurrent evaluation parameters such as case study, assignment, open book test, info graphs, presentations, group discussion etc. from suggested component by SPPU.

Institute also believes in timely settlement of student's grievance. The Institute has Grievance Redressal Committee for the execution of the same. The student having any kind of grievance can raise the grievance by submitting grievance form to grievance committees which can be settled in time bound manner by the grievance committees.

Every stakeholder of IBMA is aware about the course outcome as it is hosted on the institute website. The faculty develops the question papers based on the respective course outcomes. The performance of the students is categorized as weak, average, and advance student. The improvement measures like coaching, counseling, and mentoring are taken for weak students. The internal and external assessments help to know the attainment of learning outcome by students.

Research, Innovations and Extension

The institute provided efficient environment for promotion of research work with all required facilities. Faculty & Students are always guided and motivated for research work. The institute has established Research and Development cell which always encourage generating innovative idea on academic and social problem. Under Research and Development cell faculty members are encouraged to publish their research by providing financial assistance for the same and for participation in conferences, workshops, seminars and FDPs. As a result of this kind of encouragement faculty have published their research papers in well known Scopus and UGC care listed journals. Also some of the faculty has published their text books as per the syllabus of Savitribai Phule Pune University. Currently, we have 5 faculties who have completed their Ph.D and 4 are pursuing their Ph.D.

Institute have established Entrepreneurship Development cell which serve as a platform for the promotion of entrepreneurial skill among the students. Entrepreneurship Development cell continuously organizes orientation sessions, entrepreneurship development and awareness camps, guest lectures, workshop and seminars on IPR, Research methodology and recent trends to make students aware about challenges and opportunities in the area of entrepreneurship.

A collaboration with industry & academic institutes helps to create formal relationship with external organization which make easy for institute to upgrade the performance and reduce the gap between industry & academia. At PIRENS IBMA we have performed total 15 MOU'S under which we have organized and conducted Industrial Visit, Certification courses, summer internship, guest lectures, on job training, placement drive and exchange of faculties and students for knowledge transfer.

At PIRENS IBMA we are creating not only future budding managers and entrepreneurs but also a good responsible citizen of the India. Hence we try to inculcate ethical and moral values in our students with the help of different extension activities carried out under National Service Scheme (NSS) and Student Development department. We have conducted total of 69 different extension activities which help to develop values amongst the students under NSS and Student Welfare department of the Institute.

Infrastructure and Learning Resources

PIRENS Institute of Business Management and Administration (IBMA) has state of the art Infrastructure starting from Information and Communication Enabled (ICT) Classrooms, Well Equipped Computer Laboratory with High Speed Internet Connectivity, Language Laboratory with Interactive Learning management system and Smart Classrooms for best Teaching Learning Experience to the students. The Institute have well equipped Auditorium hall having seating arrangement capacity for 400 students & have Seminar hall having seating Arrangement capacity of 150 students. The Institute promotes Cultural Events through organisation of Annual Social Gathering & various day celebrations which contribute towards social and cultural development of the student. The sports play an important role in physical development of the students & we at PIRENS IBMA have both Indoor and Outdoor Sports Facilities to name a few such as badminton court, carrom, chess, table tennis & so on. The outdoor facilities includes playground for cricket, Volley ball court. Institute also provides well equipped indoor and open Gymnasium Facility to the students. The Institute also care for Environment preservation and hence having the facility of Solar Electricity Generation, Rain water Harvesting, Waste management using Vermicompost & Institute has Lush Green Campus providing pollution free clean air. The Library plays an vital role as Learning resource for providing Access to Information through Books, Magazines, Journals, Newspapers, Research Papers, Research Reports etc. The

Library also provides access to digital online database like J-Gate e-journals, e-books, CD's, DVD's & Institute also has membership of National Digital Library to expand the horizons of the students. The Institute is fostering the students for academic and intellectual growth by providing ease of access to Library through use of KOHA Library Management Software. The Institute provides Robust IT Infrastructure through High Speed Internet Enabled 130 Desktop Computers with wired and wireless capabilities having largest bandwidth for better internet speed providing secure network through its firewall. The Institute also have Official subscription of Google Workspace which enables to use of video conferencing through use of Google Meet for conduction of Online Lecture in Virtual Mode.

Student Support and Progression

The students of the institute have a significant percentage of students supported by both, Government and Non Government Scholarships. The percentage of students benefited by both the scholarships taken together for the last preceding year is 85.24%. The number of students benefiting seems to be increasing from 2017-18 till 2021-22.

Furthermore, the institutes empower its students by conducting the various capacity building and skill enhancement initiatives. In the preceding five year period the institute has successfully conducted 7 soft skill programmes, 5 language and communication programmes, 13 programmes based upon the life skills of the students and 4 ICT programmes as a part of this initiative.

The institute is also concerned to support the students in terms of competitive exam and career counseling guidance. With the exception in the year 2017 -18, the institute has track record of students benefited by the competitive exam guidance sessions. Also, the MoU has been performed with the Pravara Academy for Competitive Examination for the purpose.

As a part of students support, there exist women grievance and anti sexual harassment cells and the anti ragging cells to take care of the fair student's development and progression.

The institute has a dedicated Training and Placement cell which is evident from the increasing placement numbers from the older years to the recent years.

On the other hand, the institutes efforts towards competitive examination guidance have made the students qualify the competitive examinations too. The total number of students that have succeeded in the competitive examination is 6 which is an indication of the success of institutional efforts.

For facilitating the all-round development of the students, the institute motivates student's participation in the various co curricular and extracurricular competitions. The students participate in the University level competitions titled Youth Festival and also in the cultural and sports competitions at the institute level.

It is institutes proud Alumni Association playing a vital role in students support and progression. It has been got registered back in the year 2011. The Alumni therein contributes in the form of expert talk, books contribution, etc.

Governance, Leadership and Management

The institutional vision and leadership is evident in the form of a well composed Governing Body and the College Development Committee. The College Development Committee meets at least twice a year to define the composition of various committees at institute level for the smooth functioning. Some of the committees that are defined and composed by the CDC's include Women Grievance Redressal Committee, College Examination Committee, and Anti Ragging committee at large.

The Institute has its predefined set of rules for governance. It includes various committees, appointment rules, wages and salary norms, Leave rules, Performance Appraisal mechanism, estate management rules, purchase rules, disciplinary rules, resignation and separation rules, etc.

PIRENS IBMA has been implementing the E- Governance system in its day to day operations. The objective behind the implementation is to put the stakeholders dealing with the departments at ease and make the processes take place in a speedy manner.

In regards to the Performance Appraisal system, the institute implements the process in sequential stages with the provision of appeal to the assesses. The appraisal for the teaching and non teaching faculties has different bases and components of the assessment.

The institute empowers its important assets i.e. the teaching faculties to participate in the various reputed seminars, workshops, conferences, Faculty Development Programmes (FDP's). The institute has granted financial support to 09 faculty in the AY.2017-18; 03 faculty in the AY.2018-19; 03 faculty in the AY.2019-20 and to 04 faculty in the AY.2021-22.

In order to improve and maintain the quality in teaching-learning process, the institute have established IQAC cell in the year 2022. The IQAC cell of the institute monitors the teaching and learning methodologies adopted by the institute. Firstly, the feedback system stands to be one of the important monitoring tools available with the cell. The solutions are discussed and implemented with the rigorous discussion and brainstorming of the members during the IQAC cell meetings. Secondly, the MoU executed by the cell with the external organizations plays a vital role in the quality sustenance approach of the cell.

Institutional Values and Best Practices

PIRENS IBMA has always maintained Institutional values and concerned about its social responsibilities by practicing various good practices, which are in favour of society, environment and nation at large.

1. **Gender Equality:** Institute celebrates and organizes various national and international commemorative days, events every year. The girl student's enrolment in the institute is around 40% which indicates the gender equity at the institute.
2. **Eco-friendly Environment:** The Institution has taken different initiatives and activities to use non-conventional energy sources like
 1. Rooftop Solar plant.
 2. Conversion of Degradable waste to vermicompost which is used for the trees planted in premises.
 3. Rain water harvesting
 4. Tree plantation in every year under Green campus initiatives.
3. **Disabled friendly, barrier free environment:** The environment at the institute is disabled friendly and the barrier free since provisions and facilities like Lift, Ramps and Disabled friendly toilets are made

available at the campus.

4. Institute's Best Practices :

1. **Brilliant Computer Bird Championship (BC-Square):-** The competition based on guidance which is arranged for Computer Graduates. The event is of 3 days inclusive of 2 days guidance and 1 day competition.
2. **Avhan Competition:** Avhan is arranged every year for all the Graduate students. Students get the interpersonal skills and personality development skills by participating in this competition.

Apart from these two practices we conduct MBA/MCA crash courses free of cost for MBA/MCA aspirants every year.

1. **Institute's distinctiveness** is that PIRENS IBMA is the first Management Institute in Pune University and Ahmednagar District which was launched in the rural area. It is a proud thing that many of the faculties at the management institute in Ahmednagar district are the Alumni of IBMA. PIRENS Research Centre is one of the oldest Research Centre (Commerce, Economics and Management) with 34 Research Scholars awarded with Ph.D under Savitribai Phule Pune University.
2. As a social Responsibility Institute has designed and implemented two awareness programs for Women Self Help Groups on Financial Literacy and Digital Literacy for making the women aware about various financial services and technological usage.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	PIRENS INSTITUTE OF BUSINESS MANAGEMENT AND ADMINISTRATION (IBMA), LONI (BK)
Address	At Post Loni Bk Tal Rahata
City	At Post Loni Bk Tal Rahata Dist Ahmednagar
State	Maharashtra
Pin	413736
Website	www.pirens.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director(in-charge)	Dr. Nilesh Uttamrao Bankar	02422-273493	9860541857	-	directoribma@pirens.in
IQAC / CIQA coordinator	Dr. Satish Vithalrao Bidgar	02422-273694	7507621374	-	satishbidgar@pirens.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	05-07-2016	View Document
12B of UGC	05-07-2016	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	02-06-2022	12	Extension of Approval is received for the Academic year

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	At Post Loni Bk Tal Rahata	Rural	4.5	8213.48

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BVoc,Bfsi	36	HSC	English	25	12
UG	BVoc,Software Development	36	HSC	English	25	25
PG	MBA,Mba	24	Graduate	English	120	120
PG	MCA,Mca	24	Graduate	English	90	90

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				5				14			
Recruited	1	0	0	1	1	0	0	1	8	5	0	13
Yet to Recruit	1				4				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				5			
Recruited	0	0	0	0	0	0	0	0	3	2	0	5
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				45
Recruited	38	7	0	45
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	1	0	0	2	0	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	9	7	0	16
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	0	0	1	
	1	0	0	1	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	64	0	0	0	64
	Female	29	0	0	0	29
	Others	0	0	0	0	0
PG	Male	278	0	0	0	278
	Female	163	1	0	0	164
	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	4	10	24	27
	Female	4	6	23	15
	Others	0	0	0	0
ST	Male	0	0	2	3
	Female	0	0	0	1
	Others	0	0	0	0
OBC	Male	15	16	23	42
	Female	12	5	29	31
	Others	0	0	0	0
General	Male	13	26	60	74
	Female	2	23	51	47
	Others	0	0	0	0
Others	Male	6	15	19	24
	Female	4	8	15	9
	Others	0	0	0	0
Total		60	109	246	273

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	National Education Policy 2020 is envisaged towards provision of quality education in order to create the workforce that will serve themselves globally. A participative approach has been initiated throughout the institution by way of participating and understanding the multidisciplinary approach at the heart of the NEP 2020. As such, the academic programmes run by the institution is facilitating the multidisciplinary education for the students. The programmes offered are based on CBCS pattern, wherein the students enjoy the opportunity to choose their courses from the basket of courses offered. The objective behind is leveraging the capability of the students to develop professionally as well as
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	personally.
2. Academic bank of credits (ABC):	ABC is a virtual store of online credits and will act as examination centre of NEP 2020. The institute has undergone exercises to register the students onto the portal for the generation of ABC ID's. The ABC ID's information of all the students has been submitted to the affiliating university thereafter. Also, the semester course registration procedure has been initiated to incorporate the details of the Academic Bank of Credits of every single student. Accordingly, the total number of students having their ABC ID's generated is 496.
3. Skill development:	British Raj Trajectory of Education is still in practice in Indian classes in the form that the students should be taught not to act but only score marks and learn theories. Contrary to this, the institute has started focusing towards the action rather than only learning and score marks. As such, the skill based courses prescribed as a part of the curriculum are incorporated as a part of the academic time tables. Some of the programmes conducted by the institute are Placement Readiness and Enhancement Programme (PREP), Employability Skill Connect with World.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Not limiting to what is prescribed in the syllabus; the students are being taught with the help of online videos and modules in Indian languages preferably Marathi and Hindi in the ongoing lectures to even more clarify the concepts. With the formal teaching methodologies, the students are being supported with the informal discussion with the faculties to understand the concepts, which lies at the heart of the ancestral teaching methodologies and Indian Knowledge System.
5. Focus on Outcome based education (OBE):	The institute has keen adherence to the Outcome Based Education (OBE) with clearly stated Programme Outcomes (PO's) and Programme Specific Outcomes (PSO,s). The syllabus prescribed by the University includes the Course Outcomes (CO's) specified. On the other hand, every course is commenced by the course instructor with the proper explanation and dissemination of the CO's with the students. Also, all the CO's are mapped with the PO's and PSO's at the start of the semester. All the PO's are stated in order to meet the need as expected

	by NEP2020.
6. Distance education/online education:	PIRENS Institute of Business Management and Administration offers the courses in regular mode only. However, as the entire components of the world and so country were got isolated in times of the COVID -19 pandemic and the apex authorities were coming up with the notifications to resume through online modes of teaching, the institute also took the care of the students academics with the help of online platforms and lecture delivery. From the time then, the faculties have been inspired for the self development through online mode FDPs, seminars, conferences, research and publications. An attempt is in practice to keep the students engaged and communicated via online platforms because NEP2020 tends to end fragmentation and flourish engagement.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, PIRENS IBMA have submitted the online application to District Election Officer for setting up the Electoral Literacy Club at the institute. The institute has taken the step to sensitize the students toward democratic rights and importance of voting. Also, the students will imbibe thoughts related to the role of youth in the democracy. The institution eligibility assessment is under progress with District Election Officer for setting up ELC.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	PIRENS IBMA has appointed Prof.R.V.Kotkar as faculty coordinator and Mr. Sanket Lahamge as Students coordinator of the ELC. The institute has also formed the Electoral Literacy Club. For giving representation to every program in the club, the students representatives from every program are incorporated in the club. Miss. Rutuja Gunjal represents the MCA program; Mr. Akash Patole represents BFSI program; Miss. Sakshi Gite represents SD program and Mr. Sanket Lahamge represents MBA program along with the service as student coordinator of ELC.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include	The students of PIRENS IBMA are concerned to involve its students in the drive to promote voter

<p>voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>registrations. The student's visits nearby villages like Chandrapur to create voter registration awareness. The ultimate aim is to strike a positive wave regarding the voter registration throughout the rural masses. Also, the institute collects the information of students about voter registration at the time of admission and urges the students to complete their voter registration. The students took active participation in an initiative by Sakal group titled 'Young Inspirators Network' (YIN), as an institute attempt to motivate the students to understand voting process and democracy practically.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The website of the institute has been used to spread the information about Voter registration portal i.e National Voters Service Portal. The link of the same along with the logo icon has been onto the institute's website towards mass voter's awareness. Also, the institute is celebrating the ongoing campaigns as notified from time to time like 'Lokshahi Pandaharwada' wherein the social media handle of the institute keeps on floating the videos and information related to ECI. This helps in keeping the student community aware about the initiatives taken up by the Election Commission of India (ECI).</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The greater proportion of the students belongs to Post Graduate category as compared to the Under Graduate. As such, majority of the students of the institute are registered as the voters.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
510	353	165	93	78

File Description	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: 29

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
21	21	9	7	10

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
106.42	90.71	104.51	122.97	84.96

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:

The Institute follows the curriculum designed by the Savitribai Phule Pune University, Pune. For the proper implementation of the curriculum after the commencement of academic year, the Institute plans itself with the preparation of following documents;

1.Academic Calendar

Academic Calendar is prepared to fulfill the objectives of the curriculum delivery. The academic calendar of the institute is finalized to adhere the University Calendar in all respect inclusive of Term commencement and conclusions. The inputs given in the prior meeting, co-curricular and extracurricular activities and placement activities are planned and incorporated into the Academic calendar. The academic calendar of the institute is made ready before the commencement of the terms.

2.Time Table

The lectures flow is carried out and maintained with the rigid Time Table. The time tables are prepared including the time slots for Library, sports and computer labs. The students are informed about the lecture schedule with the help of Time Table well in advance before the commencement of the term. The time table is designed in a way to address all the courses as per their weightings in credit.

3.Teaching Plans

Every faculty is keen to prepare their lecture plans according to the subject allotted to them. The concrete teaching plan enables the teachers of the institute to be ready and planned in all aspects for the course delivery. The result is the in time completion of the syllabus. The teaching plans are rigid enough to address the possible diversions of the lecture schedule due to emergently coming activities in mid way as per the circulars by the apex authorities for the conduction of the activities.

All the above documentation components forms the concrete files i.e. Course File for the individual courses which keeps the faculties well paced and planned in the respective courses to be taught.

4. Continuous Concurrent Evaluation (CIE).

The institute has a structured concurrent evaluation scheme which evaluates the students on continuous and regular periodic intervals. The various course specific evaluation parameters are used for the purpose of Continuous Concurrent Evaluation (CIE) that are notified to students well before the evaluation date.

5. Teaching Aids

The institute relies on technical advancement in the teaching learning process. Accordingly, the teaching community of the institute makes use of Smart boards, computers and projectors for the purpose of effective curriculum delivery.

6. Workload Distribution

The teaching loads are uniformly distributed among the teaching faculties in a way that will enable them to manage the delivery covering the syllabus in appropriate time.

7. Feedback

The student's feedback is sought to evaluate the teaching of every course teachers. A structured questionnaire is used for the purpose of the feedback on subject knowledge, classroom teaching, teacher's sincerity & attitude towards students & facilitating overall development of the students. Also, the teachers feedback and the feedback from the Alumni is sought in order to see the scope for the improvements. The feedback from the parents is also collected by the institute in order to reveal the scope for improvement.

File Description	Document
Upload 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: 10

File Description	Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	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: 50.13

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

2021-22	2020-21	2019-20	2018-19	2017-18
454	10	98	0	39

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:

The institution thinks that incorporating cross-cutting topics into the curriculum would benefit the students' education and sense of civic responsibility. Through the university's courses on gender, the environment and sustainability, human values, and professional ethics, as well as other creative activities, the institution offers a platform and encourages initiative where the fusion of social awareness and professional responsiveness becomes apparent.

1. Gender Sensitization:

Youth of today would be more sensitive, empathic, and responsive to gender discrimination practices if they were made aware of it. The institute is committed to fostering an environment where everyone is respected and treated fairly.

Every semester has an equal number of Class Representatives, who handle matters pertaining to the class. More than 40% of the total student body at the institute are female. There is a good gender balance in the faculty and staff. The college provides a rock-solid platform where everyone feels welcomed and encouraged without any gender prejudice. Lady faculty members work in SDO and NSS, and there are also female employees in the administrative office.

2. Environment & Sustainability:

One of the most passionate concerns that has been handled by this institution with the utmost care and management is environment and sustainability. Frequent awareness campaigns like "Tree Plantation" and "Clean India- Swachh Bharat Campaign" are the most well-known efforts to raise everyone's understanding of the need to conserve the environment and advance ecological balance. In addition, the first-year students' mandatory induction programme gives them the opportunity to connect with locals and learn about their culture, history, and environment. The institute has a pleasant, verdant campus with grassy areas and trees that are decorated with fringes.

3. Human Values and Professional Ethics:

Human Values, Professional Ethics and Human Rights are all part of the curriculum and are taught using various subject codes for various branches, with 'Constitution of India' being the most recent addition to the paper.

The focus of these essays is on the intricacies of human values and ethics and how to apply them in daily social and professional life.

Since we are affiliated to Savitribai Phule Pune University, university syllabus itself address the crosscutting issues relevant to

- Professional Ethics
- Gender
- Human Values
- Environment and Sustainability into the Curriculum.

File Description	Document
Upload Additional information	View Document

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

Response: 80.59

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

Response: 411

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
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 89.08

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

2021-22	2020-21	2019-20	2018-19	2017-18
276	247	109	60	42

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
292	292	120	60	60

File Description	Document
Institutional data in the prescribed format	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: 94.96

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

2021-22	2020-21	2019-20	2018-19	2017-18
136	128	60	31	22

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

2021-22	2020-21	2019-20	2018-19	2017-18
136	136	63	31	31

File Description	Document
Institutional data in the prescribed format	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: 24.29

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:

PIRENS IBMA relies on the development of the students beyond what has been prescribed to be taught in the class. In other words, the institute incorporates the learning with the experiential learning approaches. As such, the students of the institute are made ready to face the challenges after being successfully passed out.

1.Summer Internship Project (SIP):

As per the university curriculum, the MBA students of the institute gain experience hands on by undergoing 2 months internships at the reputed companies itself. The institute assist the student for choosing the companies for undergoing the internships. The students work hands on and gain experience in line with the theory taught in the class. The students are expected to compile a report on their respective

internship title and the companies.

2.Industrial Exposure

The institutes organize industrial visits for the students with the thought that, 'What can be learnt outside cannot be taught within the four walls of the class'. The students get a idea of the prevailing aspects of the theory which are applicable in the real world solutions. The industrial visits are organized separately for the MBA and MCA students to give the domain specific business and computer technology knowledge respectively.

3.Technology Assisted Learning

It becomes highly impossible to deal with the advanced generation without the incorporation of the technical updating in the teaching learning pedagogies. With this in mind, the institute facilitates learning with the help of electronic and smart devices. To mention some of them are;

- Projectors
- Videos
- Smart Boards

4.Availability of Online Teaching Material

The faculties of the institute are keen to address the needs of the students from anywhere they are in need. As such, the students can access the study materials from the Slide share accounts of the faculties. The faculties have also uploaded the course contents onto the E- Content Learning Module (ECLM) of the university.

5.Students Participatory Learning

The institute organizes and conducts number of programmes and events wherein the students can get the experience in line with the management aspects. The events are managed by the students successfully. The students actively participate, coordinate, lead, directs and controls the events. The events like Ganpati festival and Shiv Swarajya Din are some of those which facilitates students learning with their active participation.

6.Problem Solving Teaching Methodologies

The course teacher constitutes the evaluation scheme for their courses which include problem solving methodologies like case study solution, Cross word puzzle creation and discussion boards. The students get an idea to deal with the challenges and problems in finding the solution to the real-world problems.

File Description	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: 90.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
21	27	9	6	12

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: 41.18

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	6	6	6	4

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

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:

PIRENS Institute of Business Management and Administration (IBMA) is an affiliated institute of Savitribai Phule Pune University. Therefore, evaluation norms which are prescribed by the Savitribai Phule Pune University (SPPU) are followed. SPPU has introduced Choice Based Credit System in 2016 and hence it is mandatory to the institute to adopt it. Evaluation process is comprising of:

1. University Evaluation (External)

2. Concurrent Evaluation (Internal)

Students are made aware of the evaluation process through the orientation programme at the beginning of each semester.

1. University Evaluation:

There is University evaluation for each full credit course as per the time table announced by the University which comprises of written examination which is descriptive in nature.

2. Concurrent Evaluation:

A continuous assessment is done by the concern course teacher who is teaching the course. As a part of concurrent evaluation, the learners shall be evaluated on a continuous basis by the Institute to ensure that student learning takes place in a graded manner. Every faculty member shares the outcome of each concurrent evaluation component with the students after the evaluation, and guide the students for their betterment.

Individual faculty member has the flexibility to design the concurrent evaluation components in a manner so as to give a balanced assessment of student capabilities across Knowledge, Skills & Attitude (KSA) dimensions based on variety of assessment tools.

There shall be a minimum of three concurrent evaluation components per full credit course and two concurrent evaluation components for each half credit course.

All the records like attendance in internal Examinations, Question papers, valued answer sheets, summary of marks sheets, are properly maintained by the faculty member for academic audit.

After receiving the academic audit at the end of each semester, the director verifies the internal marks for all the students and submits it to university.

Mechanism to deal with examination related grievances

To handle a grievance in transparent way, Examination Grievance Redressal Committee is constituted at institute level which comprises the Director as Chairman, Academic Coordinator & College Examination Officer as Member. Examination related grievances are handled at two levels; 1) Internal exam related grievances at Institute level and 2) External exam related grievances at university level.

A) Grievance redressal mechanism at Institute level

1. Time table of internal evaluation is communicated to students in advance with the start and the end timings.
2. After evaluation, evaluated answer sheets are provided to students to have an idea about their performance.
3. In case of any grievances regarding internal assessment, the student is free to interact with the concern faculty member and get it resolved.
4. If the grievance is unresolved, students can approach the College Examination Officer (CEO) with prescribed form of Grievance redressal.
5. After receiving unresolved grievance at concern faculty member, Examination Grievance Redressal Committee appoints a senior faculty in concern course to look into the grievance matter.

B) Grievance redressal mechanism at University Level

The University addresses the student’s complaints regarding the evaluation of the courses with the help of Photocopy and Revaluation provision. The university examination department sets out the notification to apply for the photocopy and revaluation of the students answer sheets with the start and the end dates. The students having grievances with regards to any of the courses can apply within this deadline specified by the university on its examination portal.

File Description	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:

To inform faculty and students, programme outcome and programme specific outcomes are displayed on notice board and institute websites. This will help everyone to have quick reference in order to get idea about various course outcomes.

The programme outcomes and program-specific outcomes are beneficial in creating the teaching and

learning framework. The course outcomes provide a clear understanding of the expectations for the course and aid in the learning process. The course outcomes also give a clear sense of the course's potential for employability, skill development, and entrepreneurship. Programme outcomes (POs), Programme specific outcomes (PSOs), and course outcomes (COs) are framed by Savitribai Phule Pune University and followed by the institute.

Naturally, this aids in the assessment of the overall programme outcomes as well as program-specific outcomes. Direct techniques are used to assess student knowledge or abilities against quantifiable course outcomes through direct examinations or observations on university exams, internal tests, and home assignments throughout the semester, the knowledge and skills outlined by the course outcomes are mapped to problems.

The outcomes of the courses are evaluated considering the program-determined course achievement level based on the university results. Each unit concludes with an assignment. Written home assignments, open book test, situational analysis, case study, info graphs, book review, scrab book, e newsletter, presentations, viva voce etc. are offered to students in a way that encourages them to consult text books and reliable reference materials in order to learn the solutions and comprehend the given problem's intended goal. The parameters for Concurrent Internal Evaluation are in line with the course objectives for the given subject

Attainment of POs and COs are evaluated by the institute:

In the planning phase of the teaching-learning process cycle, the appropriate staff member uses Bloom's taxonomy to determine the course outcomes. According to the CO's success, the course is instructed. The achievement of COs and POs takes place during the analysis phase of the teaching-learning process cycle. The outcomes are examined, and the necessary steps are taken to guarantee ongoing improvement. After the test, the CO's attainment is determined and the outcome is recorded. Then, on a scale of 0 to 3, with 0 denoting no correlation, 1 denoting a low correlation, 2 denoting a medium correlation, and 3 denoting a high correlation, a relationship between COs and POs is determined. Co-curricular, extracurricular, and extension activities all aid in the achievement of COs. The COs for the following term are either improved or the pedagogical approach is changed for successful attainment based on the outcome of CO achievement. The calculation of PO achievement also benefits from comments obtained from graduates, employers, and instructors.

File Description	Document
Provide Link for Additional information	View Document

2.6.2 Attainment of POs and COs are evaluated. Explain with evidence in a maximum of 500 words

Response:

Savitribai Phule Pune University has implemented Outcome Based Education (OBE) curriculum with effect from 2019 for Master of Business Administration (MBA) and for Master of Computer Applications (MCA) with effect from 2020 and it is mandatory for all affiliated institutions to follow the same. Accordingly, PIRENS Institute of Business Management and Administration has followed it to fulfil the

requirement of the MBA and MCA Programme. The Programme Outcomes (PO's), Program Specific Outcomes (PSOs) and Course Outcomes (COs) are already mentioned in curriculum prescribed by Savitribai Phule Pune University which are based on guiding principles of Bloom's Taxonomy. The students are made aware about PO's, PSO's & CO's during induction and orientation session at the commencement of each semester. Programme Outcomes (PO's) and Course Outcomes(CO's) are mapped accordingly by the course teacher based on rubrics and perception based correlation of PO's with CO's in three levels as follows:

1. Level 3 will indicate the highest correlation between PO & CO
2. Level 2 will indicate the medium correlation between PO & CO
3. Level 1 will indicate the lowest correlation between PO & CO.

The results of students of concerned batch are compiled at the end of each semester to calculate the attainment of Course Outcomes and Programme Outcomes. The Course Attainment is calculated on considering overall academic performance of students which is compared with predefined course attainment level by the course teacher. The academic result consist of Internal evaluation by the Institute and External evaluation conducted by the University at the end of every semester. The Internal evaluation consist of Comprehensive Concurrent Evaluation (CCE) as per the curriculum and the guidelines of the Savitribai Phule Pune University, Pune.

The Minimum attainment level 1.5 (i.e.50%) Out of Level 3 is considered course attainment level while calculation of attainment. On the other hand, the attainment level below 1.5 is considered as not attainment of outcomes. The attainment levels are calculated based on internal and external evaluation. The weightage of distribution for attainment calculation is considered 50 % for internal evaluation and 50% for external evaluation i.e University examination. The students performance of each course is calculated based on three point scale which are as follows:

1. Level 3 if total percentage of students scoring 50% marks is greater than 66.66%
2. Level 2 if total percentage of students scoring 50% marks is between 33.33% to 66.66%
3. Level 1 if total percentage of students scoring 50% marks is between 0% to 33.33%

The Final attainment level is calculated by multiplying the compiled internal and external evaluation with CO-PO mapping averages.

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: 82.38

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

2021-22	2020-21	2019-20	2018-19	2017-18
166	85	53	28	28

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

2021-22	2020-21	2019-20	2018-19	2017-18
206	97	53	43	38

File Description	Document
Institutional data in the prescribed format	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:

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: 15.5

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)

2021-22	2020-21	2019-20	2018-19	2017-18
0	3.50	3.80	8.20	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:

Excellence in academics, innovation, and research are supported by the PIRENS Institute of Business Management & Administration. By creating a Research & Development Cell and MOUs with external Agencies for knowledge creation and transfer, the institute has established an ecosystem for innovation and other activities for knowledge transfer.

The Institute's Research and Development Cell always motivate faculty members for submission of small and significant research proposals to AICTE, UGC and Savitribai Phule Pune University (SPPU) to receive grants. The Research & Development cell guides and motivates faculty members to publish and present their research work in reputed journals, national & international conferences, Seminars, and workshops. Also, faculty members are urged to participate in Seminars, conferences, and workshops which are organized by various institute to foster their aptitude for research and innovation.

At IBMA, we have formed an Entrepreneurship Development Cell which takes initiative to foster a culture of industry-academia interaction by inviting and hosting guest lectures from budding businessman, family business owners, and industry experts to help students to expand their horizons. The Entrepreneurial alumni always visit the institute and encourage the students through lectures and sharing their experience.

The institute always strive to inculcate the Indian knowledge system amongst its students by giving orientation about Indian Ethos and values, Indian model of management, ethical decision making in business matrix etc. by arranging expert lectures.

The institute have established an IPR Cell through which stakeholders of institute are made aware about intellectual property rights by organizing various seminars on IPR. Also, students are motivated to come up with various innovative business ideas and such business ideas are further developed & guided with the help of faculty, Industry expert and entrepreneurs under Entrepreneurship Development cell of the Institute.

File Description	Document
Upload 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: 26

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	4	5	6	4

File Description	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: 1.62

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

2021-22	2020-21	2019-20	2018-19	2017-18
30	4	5	1	7

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

Response: 0.28

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	2	0	1	2

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 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:

PIRENS Institute of Business Management and Administration (IBMA) is committed to the holistic development of its students and actively promotes social awareness and responsibility. Through a range of events and initiatives, the institute aims to engage students in various social causes and create a positive impact in society.

IBMA organized the Swachh Bharat Abhiyan, a cleanliness drive aimed at creating awareness about cleanliness and hygiene. Students actively participated in cleaning the campus, nearby areas, and promoting the importance of maintaining cleanliness in their surroundings. Additionally, tree plantation initiatives were undertaken to contribute to environmental sustainability and encourage students to actively participate in environmental conservation.

To honor and empower women, IBMA organized Women's Day which included panel discussions, guest lectures, and cultural events. The event aimed to highlight the achievements of women and promote gender equality.

IBMA actively participated in the Savitribai Phule Pune University's Youth Festival, showcasing the talent and creativity of its students in various fields such as music, dance, drama, and art. This festival provided a platform for students to exhibit their skills and foster cultural exchange.

IBMA celebrated International Yoga Day by organizing yoga sessions for students, emphasizing the importance of physical and mental well-being. The event aimed to promote a healthy lifestyle and stress management techniques.

IBMA commemorated the Birth and Death Anniversaries of prominent freedom fighters and leaders. Through various activities and events, students learned about their contributions to the nation's history, fostering a sense of patriotism and respect for their sacrifices.

IBMA conducted awareness programs on various social issues like Save Girl Child, Women empowerment, AIDS and the importance of a plastic-free environment. These initiatives aimed to educate students and the community about health-related concerns and the need for sustainable practices.

PIRENS Institute of Business Management and Administration (IBMA) have actively organized a range of initiatives aimed at promoting social awareness, responsibility, and the holistic development of its students. Through events such as the Swachh Bharat Abhiyan, Women's Day celebrations, youth festivals, tree plantation drives, and awareness programs, IBMA has made a positive impact on the community. These initiatives have nurtured a sense of social responsibility, empathy, and cultural understanding among the students, preparing them to become responsible and compassionate leaders of tomorrow.

The initiatives organized by IBMA have had a significant impact on the students and the community. They have raised awareness about cleanliness, hygiene, gender equality, cultural diversity, environmental sustainability, and social issues. The participation of students in these initiatives has not only developed their understanding of these subjects but also instilled a sense of responsibility and commitment towards society. Through these activities, IBMA has contributed to the holistic development of its students and the betterment of the community at large.

File Description	Document
Upload Additional information	View Document

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

Response:

PIRENS Institute of Business Management and Administration (IBMA) is a reputed Management Institute in Maharashtra. Recently, it has achieved significant milestones and recognition from various government departments. The institute is certified from the Forest Department, Government of Maharashtra. This

recognition is a result of the institute's outstanding contributions as a member of the Green Army initiative. The institute demonstrates its commitment to environmental sustainability and raising awareness about the importance of preserving natural resources.

The Department of Higher Education, Ministry of Human Resource Development, Government of India, has bestowed recognition upon PIRENS Institute of Business Management and Administration (IBMA). This recognition highlights the institution's exceptional efforts in the field of higher education. It serves as a testament to the institute's commitment to providing quality education and fostering a conducive learning environment for its students.

Furthermore, the institute has appointed a dedicated team of Student Development Officer who is responsible for various aspects of student growth and development.

The Student Development Officer work closely with students to assist them gain practical exposures and all round development with the help of co curricular activities. The SDO represents the Board of Students Development, Savitribai Phule Pune University, Pune to execute the University level plans at the institute level.

The Student Development Cell focuses on improving students' overall personality by various events, programmes and social days. These initiatives help students develop into well-rounded individuals ready to face the challenges of the professional world.

Recognizing the importance of technology in today's world, the Student Development Cell facilitates technological skill enhancement among students. They organize training programs and workshops to enhance students' proficiency in various software applications, coding languages, and digital tools.

The institute is committed to fostering an entrepreneurial mindset among its students. The Student Development Team organizes workshops, mentorship programs, and entrepreneurial events to inspire and guide students in developing innovative business ideas. The cell provides the guidance to the students of the institute at every stage of the business startup.

PIRENS Institute of Business Management and Administration (IBMA) aims to instill a sense of social responsibility among its students. The Student Development Officer actively engages students in rural development activities. They organize community outreach programs, awareness campaigns, and skill-building initiatives in rural areas, promoting sustainable development and creating positive social impact.

The institute has made remarkable strides in the field of education and student development. The institute's membership certifications from the Government of Maharashtra's Forest Department and recognition from the Department of Higher Education, Ministry of Human Resource Development, Government of India, validate its commitment to excellence. On the other hand, forming a dedicated Student Development Cell, the institution aims to provide holistic growth opportunities for its students, encompassing placements, personality development, technology engagement, entrepreneurship, and rural engagement. PIRENS IBMA continues to be a leading educational institution, fostering an entrepreneurial spirit and nurturing socially responsible individuals who will contribute to the nation's development at large.

File Description	Document
Upload 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: 42

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	14	7	5	3

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

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: 14

File Description	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:

PIRENS IBMA is well equipped with spacious infrastructural and physical facilities;

- **Lecture Halls**-For facilitation of effective teaching learning process and curriculum delivery, the institute has 14 smart lecture halls well equipped with ICT tools like smart boards, LCD projector etc. for teaching learning process.
- **Seminar and Auditorium Halls**-The institution houses a fully air-conditioned and well equipped auditorium and 2 seminar halls of 400 Sq.Mtr and 281Sq.Mtr respectively. It is an acoustically beautiful, hall used both as a theater space and a multi – purpose facility.
- **Computer Labs**-The institute has 2 computer labs having 130 computers for student usage, which are well equipped with state of the art technology keeping pace with diverse educational, training and research endeavors.
- **Library and Information Centre**-The library of the institute at its heart of 485 Sq.Mtr is technologically updated. KOHA Integrated Library Management Software is being used at the library. A separate place is provided for accessing e-resources as a part of Digital Library.
- **Solar Panel**-The institute is having 15 KWP Grid connected solar power System to support its electric energy requirement.
- **Sports Room and Gymnasium**-The college sports room has facilities like Table Tennis, Chess, Carom etc, and area for recreational activities. The institute also has sports club and gymnasium constructed over 54 Sq. Mtr carpet area. Also, the open gym is available within the campus.
- **Language Laboratory**-ACEN LANGUAGE LAB Acenet 5.1 software is installed in the language laboratory wherein students can enhance their communicative abilities.
- **Placement Cell**-The placement cell of the institute is facilitated with the inbuilt conference room in order to practice the employability skill exercises by the students. Also, the 2 internal acoustically constructed cabins facilitate the visiting recruiters to conduct the interviews in an isolated environment.
- **Ramp for physically challenged**-To suit the special needs of differently-abled persons, Institute has created special facilities such as ramps, rails and wash room.
- **Drinking Water Facility**-The Institution has 3 Reverse Osmosis Units of 50LPH and 25LPH capacities.
- **Hostel**-The institute provides hostel facility to girl and boys with intake capacity of 40 each.
- **Elevator**-The institute building is equipped with the lift facility at every storey.
- **Director Cabin**-The office of the director is constructed to have 36 Sq.Mtr of carpet area with the easy accessibility.
- **Faculty Room**-The faculties are having the room equipped with the internet connectivity and the

computer facility. The faculty room is having the carpet area of 144 Sq.Mtr

- **Board Room**-The meetings of the top level management are held in a Board room of 36 Sq. Mtr
- **Administration Office**-The institute is having the Administration Office of 288 Sq.Mtr for the paper work
- **Cafeteria**-The good and hygienic food is made available to the students and staff of the institute at Cafeteria constructed over 150 Sq.Mtr
- **Other Infrastructural facilities**
 - Parking and E- parking Facility
 - Vending Machine Facility
 - Reading Hall Facility
 - Boys and Girls Common Rooms
 - Generator and UPS facility
 - Fire Safety System and Fire Extenguisher

File Description	Document
Upload Additional information	View Document

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

Response: 25.73

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

2021-22	2020-21	2019-20	2018-19	2017-18
15.47	13.11	26.77	69.31	6.45

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:

ABOUT LIBRARY (KRC) PIRENS IBMA

The college has a spacious and well-furnished central library with a 485 sq. metre. It has 15692 volumes, and 34 national and international journals and magazines. It fulfils the need of researchers, teachers, students, and other staff members of the college. It has different sections like book stacking, periodicals, reprography, circulation, and a digital library. It consists of a well-ventilated reading hall with a capacity of 100 students as per the requirement. Books are classified as per Dewey decimal classification system. The daily transaction of books is done with KOHA Library management software with Barcode technology and WEB OPAC facility. Access to free e-resources and important websites are available through the library's devoted webpage. Library have ramp and lifts for easy and convenient access to physically disabled users. Adequate space in to digital library is provided for browsing and studies. PIRENS Library & Information Centre is stocked with Printed books, Journals Periodicals, Databases SIP Projects, Dissertation, PhD thesis, Reports and CD-DVD's covering all aspects of academic course studies and research materials. All e-resources accessible within the Library collection have open access facility for all student, faculty and staff.

INTEGRATED LIBRARY MANAGEMENT SYSTEM

Since 2017, library automation was done using KOHA LMS Software. Since then, the library is partially automated with KOHA: ILMS software which is installed on the "Cloud Server". The college had an annual maintenance contract with Informatics Publishing Limited, New Delhi 2017. The institution renews KOHA ILMS annually and provides services such as accession, data entry, circulation of books, cataloguing, reports, searching, web OPAC etc. Total expenditure on annual maintenance of KOHA LMS Software is Rs. 85328/- from the financial year 2017-18 to 2021-22.

Name of ILMS Software	Nature of Automation	Version	Year of Autom
KOHA	Partially	17.11.02000	2017

SUBSCRIPTION TO E-RESOURCES

The library provides e-Resource facility with the membership of J-GATE database programme. It has 58817 e-Journals and 71692382 articles indexed with more than 15000 articles added daily. Separate IDs and Passwords are provided to its users. A total of Rs.3,23,368.72/- was spent on the renewal of the J-GATE Database for the last five years.

AMOUNT SPENT ON PURCHASE OF BOOKS, SUBSCRIPTION OF JOURNALS

As per the allocated budget the text and reference books are purchased. Total expenditure on purchasing books, subscriptions of journals and newspapers is Rs. 991381.65/- from the FY 2017-18 to 2021-22. (Rs. 477780.02/- for purchasing of books, Rs. 423271.29 for the subscription of journals, and Rs. 90330.34/- for newspapers.) The total number of books donated to the library from 2017-18 to 2021-22 is 202 and till the date 853 books are donated in total.

PER DAY USAGE OF LIBRARY

Before entering into, the library users register their names at the entry point. Per-day library usage during last academic year 2021-22 is as follows:

Academic Year	Total Users	Library Working Days	Average No. of Users
2021-22	16855	234	72Per day

File Description	Document
Upload 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 use of technology is the need of the hour and so of the institute. The institute facilitates the IT infrastructure and support taking into consideration the need of all its stakeholders along with the students. The institute has 40 MBPS fiber optic internet connection with 12 Wi-Fi access point setup strategically located across the campus. BSNL is a Internet service provider (ISP) for this internet connection.

We are planning to improve existing bandwidth from 40 MBPS to 100 MBPS. Check Point Firewall is used to avoid malpractices in internet access. The students and the staff of the institute are having 24*7 internet and Wi-Fi facility available with a User-Id and Password. The classrooms, laboratories, offices, account department are having Wi-Fi connectivity. The locations wherever the high speed of internet is required, the wired connection through high speed Ethernet switches is provided. The Institute has Intranet with 100MBPS Gigabit Switches. All computers and switches are connected with CAT-6 cable.

Biometric attendance system is used to monitor the staff attendance. A dedicated 60 desktops are provided for browsing and accessing e-resources besides computer labs in each department. PIRENS IBMA has 2 computer labs with 30 computers in each. These labs are designed to enrich the IT knowledge of the students and to conduct practical mentioned in a syllabus. These labs are well equipped with high speed internet connectivity.

The Institute has registered domain www.pirens.in and it provides its own Official Domain e-mail facility to staff and various departments. The students are provided with ample opportunities to work on open-source solutions with a high-speed internet connection. Majority of the classrooms are ICT-enabled and portable .12 LCD projectors and 02 digital interactive boards are also provided for Lab and classroom. LCD projectors are being used in the Classrooms, Seminar hall, Computer Labs and Auditorium Hall to make the students enthusiastic towards learning. The Computer systems are equipped with the antivirus system. The Institute has purchased the 30 Computers with latest configuration of Intel i7 (11th Generation) processor.

There are 10 computers available for the student-teachers to access electronic resources in Information and Learning Resource center. The library also has internet and Wi-Fi connection for the staff and students. KOHA Integrated Library Management software with bar code reader is installed in the library for the daily books transaction.

Institute has a Language Lab with 10+1(Server). Institute prefers freeware like acrobat reader, PSPP (instead of SPSS), CANVA (for graphics designing purpose), GCC(C compiler), compilers, Open Office, Linux operating system etc...

Institute has updated its Accounting Software from existing Tally 9.0 to Tally version Prime ERP, MS-Office, Windows license for Office purpose. The Institute has Official subscription of Google Workspace for Education.

Institute has registered Local Chapter on NPTEL platform to access all MOOCS courses

File Description	Document
Upload Additional information	View Document

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

Response: 3.92

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

Response: 130

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

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: 7.85

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)

2021-22	2020-21	2019-20	2018-19	2017-18
5.53	6.74	11.68	9.08	6.99

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

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: 85.24

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

2021-22	2020-21	2019-20	2018-19	2017-18
446	263	152	87	74

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

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
Institutional data in the prescribed format	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: 45.62

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

2021-22	2020-21	2019-20	2018-19	2017-18
127	103	164	87	66

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
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: 45.31

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

2021-22	2020-21	2019-20	2018-19	2017-18
69	44	33	25	27

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

2021-22	2020-21	2019-20	2018-19	2017-18
206	97	53	43	38

File Description	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: 2.51

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.)

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	0	0	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

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: 41

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	38	2

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

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: 16.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	0	18	26	23

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:

Alumni are one the important asset for the development of any educational institution and so IBMA. The alumni of the institute are shining at different positions at National, International level in business world. The Alumni are involved in overall development of institute by contributing in different ways.

PIRENS IBMA has registered Alumni Association as per the Societies Registration Act of 1860 and the registration number is MAH/401/2011/AHMEDNAGAR. The Alumni of the institute are working on top positions like Managing Director Excel equipments; Sales executive, Cluster head; Deputy Manager, Amul

Dairy; MD and CEO of Excella Life Science; Head of Corporate bank ,EXIM Bank ,Tanzania ;Associate Professor; Advertisement manager at Daily Deshdoot news paper, Manager at Reliance; Data Analyst and Data Base Administrator at Capgemini, Pune and as such. The Alumni of the institute share their experiences with the current students in the programs like Alumni talk organized by the institute. The campus placements get support from the Alumni working at different designation and companies.

Advantages of Alumni Association and Database to Institute

- To maintain and update the data base of the alumni of the Institute and to interact with them.
- To utilize the rich experiences of Alumni of the Institute for the benefit and progress of the present students.
- To provide guidance to the present students in their endeavor for better employment and higher studies.
- To promote the campus placements through the Alumni working in reputed industries.
- To arrange alumni interaction through seminars, workshops, Expert Lecture and guest lecture for students.
- To arrange teaching and training classes to the students studying in the institute and also to the Faculty member to upgrade technical and general skills.
- To gather and maintain database of employment information and to assist the students to secure suitable jobs.

The programs organized in association with the Alumni makes the current students understand the industrial expectations and it helps in bridging the gap between the academia and industry. The frequent visits of the Alumni to its Alma matter is a sign of the stronger bond developed between the institute and its Alumni. The Alumni can share their experiences with the Institute by writing it in their own words in book maintained by the department at the institute. The Alumni and the institute remain connected with each through social media platforms like Facebook, Whats App, Linked In,etc.

The alumni association also helps in providing placement facility like off campus and on campus for students. Alumni of the institutes are also selected in competitive examinations conducted by Central and State Government who are serving to the societies on the designations like Community Health Officer (CHO).

There exist continuous interaction between Alumni Association Member, Board of Trustees, and Director. PIRENS IBMA is very proud to say that some of its alumni donated well known publication as well as own publication book to the Library of the institute.

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:

1. VISION, MISSION AND OBJECTIVES

The promoter of the institution Late. Dr. Balasaheb Vikhe Patil (Padmabhushan Awardee) has recognized the need of the region in which the institute is situated. Some of the factors that stood as the precursor problems for framing the Vision and Mission as solution towards the same are;

1. Need of professional education in the rural area
2. Addressing the drought prone situation
3. Leveraging the capability of the larger population of the people having low level income

This led to the establishment of the intact and suitable Institutional Vision and Mission statements that will be creating continuous positive impact upon the geographies of the institute.

Accordingly, the institution has a rigid pre defined Vision and Statement stated as below;

Vision:

“To provide affordable and quality education to develop potential of students to its fullest extent.’

The Statement is envisaged to enable the people with low income in the surrounding **rural areas** of the institute to avail the **quality education at affordable costs.**

Mission:

“To produce bright young managers and technocrats to transform enterprises into stars.”

The vision and mission of the institute keeps on flourishing by giving the students representation in various committees. This enhances and develops the managerial and administrative skills of the students.

1. NATURE OF GOVERNANCE

The institute is governed and controlled by the expert members constituting the Governing body. The Governance body of the institute is composed of the diversified expertise and skillful members from education sector, state and country administration, social work, industrial sector; etc. For the effective governance, the regular meetings of the body are held that lead to effective and productive decision making.

Decision Making Mechanism

The decision taken by the Governing body are approved by the Board of Trustees and forwarded for implementation through the body at the college level. The College Development Committee (CDC) ensures the effective implementation of the decisions at the institute level and communicate the feedback at the higher levels.

Decentralization

The decentralized approach of governance is favored by the institution in order to empower every stakeholder of the organization. The various committees inclusive of College Development Committee, Antiragging Committee, Students Council, and Women Grievance Committee plays a vital role in this process. Furthermore, the programme specific HOD's are appointed to keep on the decision implementation separately in an effective manner.

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 top management of the Institute strongly believes in participative management style and hence they have decentralized the administrative set up by empowering various committees for the smooth and effective functioning of the Institute.

It is very essential to any organization to have its defined set of rules, regulations and policies and to operate within these frames. This need was identified by the management and set up for framing the policy document and service rule for PIRENS which are applicable to all units of the trust.

Governing body is the apex body at institute level to administer the functioning of the Institute which communicates all the decision taken to Board of Trustees for their approval. The roles and responsibilities are clearly defined with the following administrative setup.

The successful launching of the two under graduate courses, establishment of the IQAC and the subsequent decision to undergo NAAC accreditation to enhance quality are the result of the institute's perspective plan.

The institute is a part of fully fledged organizational structure functional at various levels of hierarchy. The

organization is headed by the President at the top most level. The president is appointed from the Board of Trustees (BoT) comprised of members from the diverse expertise. The Chief Executive Officer (CEO) is subordinate to BoT and the Secretary & Director is subordinate to CEO.

IBMA is led by the Director with the appointments of HOD-MBA, HOD-MCA and Office Superintendent (OS) as subordinates. The teaching faculties are working under the HOD's and the non teaching faculties are subordinate to the OS.

The institute has documented rules and regulations in order to ensure effective administration for the implementation of policies, administrative setup, appointment, service rules, and procedures.

All teaching staff appointments are done as per the norms prescribed by the AICTE and University. While for appointing the non teaching staff institute follows the norms of State Government to decide the eligibility of non teaching staff.

The institute believes in transparency in its functioning. Therefore, the representation is given to all Stakeholders in various committees like Alumni's are part of Alumni Association, CDC, students on roll form the Students Council and are the part of committees to organize various events. Entrepreneurs are also served on various committees. The top management of the institute frequently discusses and asks for the opinion of the stakeholders through meetings and informal discussion during the institute visit.

PIRENS IBMA has clear cut distribution of the roles and responsibilities. This makes the functioning of the institution efficient and effective. Since, the work responsibilities are well known in advance, the employees take the responsibilities without the creation of the burden.

In contrast to the delegation of the authority as mentioned above, the institute also values and adopts the inclusive work culture. The work is undertaken with the unanimous efforts and contribution by all the employees who make the effective functioning and work.

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

To facilitate the staff enrichment and professional growth PIRENS IBMA has well defined Performance Appraisal System for both the teaching and non teaching staffs. The appraisal system of the institution is carried out through the sequential stages as elaborated below;

1. **Staff Self Appraisal:** This stage is related to the filling of the appraisal form by the employees themselves and thereby submitting the filled in form to the respective HOD's. At the time when the employee is submitting the self filled appraisal form to the HOD's, the HOD's examine the forms to understand the responses given by the employees and also seeks to get its justification from the concerned employee. The Self Appraisal forms which the employees will be filling rests on different parameters like key job responsibilities, achievements of the targets, results of the courses taught, Research contribution, publication of the academic related contents, participation in various workshops, seminars, Conferences and Faculty Development Programmes as well as contribution in content developments.
2. **Appraisal by HOD:** Once the appraisal form is submitted by the employees, the HOD's appraise the employees on various parameters on a scale of 1 to 5. Also, the HOD's are expected to give the feedback of the employees on various aspects related to employee like strength of employee, assistance requirement by the employee and the performance of the employee and such other fields in the form.
3. **Review of the Appraisal form by Director:** The appraisal done by the HOD is reviewed by the Director for giving his remarks upon the same. Furthermore, the director of the institute also put in his responses against that given by the employees for themselves.

During the performance appraisal process, the feedback given by the students is also taken into consideration by the HOD's and Director of the institute at large and forwarded to Secretary & Director, PIRENS. After the appraisal of the reports by Secretary and Director, an appropriate action in the form of release or denial of the increments, promotion or demotion or issuance of advisory note is given.

With the help of this step by step Appraisal process, the employees of the institute remain satisfied with their appraisals.

The institute has extended the support to its teaching and non teaching staff in the form of group accidental insurance policies with the coverage of about 10Lac. Furthermore, the staff is provided with the sick leaves, maternity leaves whenever needed as a part of staff welfare.

The Provident Fund and the Pension scheme are applicable to the employees of the institute in order to benefit in the post retirement period.

Furthermore, the compassionate posts are being made available on priority basis in case of unfortunate happenings with the employees of the institute.

The institute facilitates its staff with the provision of staff quarter and the transportation facility upto 30 Km.

In order to ensure the career development of its employees, the institute extends the financial support for attending the self development programmes.

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: 27.94

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	0	3	3	9

File Description	Document
Institutional data in the prescribed format	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: 44.12

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	9	7	3	2

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	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:

PIRENS Institute of Business Management and Administration relies on the dual audits for the effective functioning; internal as well as external audits. Being the reputed education provider, the institute gives importance to the academic audit for the purpose of increasing the effectiveness in the delivery process. Accordingly, the institute has the well composed Academic Audit Committee with the members from the diverse educational and expertise backgrounds. The function of the committee is to ensure the proper channelization of the funds generated from the government and non government organizations. Furthermore, the effective utilization of the funds creates the intellectual managers with the investments in training and development programme as per the academic audit committee meetings and discussions at

large. The academic audit committee takes the active participation in the teacher’s appraisal process, the teaching and learning methodologies used by the teachers, the feedback mechanism and its efficacy with the action to be taken. This makes the overall academic improvement at the periphery of the institute.

Also, various committees have been set up by the PIRENS Institute of Business Management and Administration in line with the internal checks and audit. The actively performing committees of the institutes are women grievances and anti sexual harassment committee, anti ragging committee, internal complaints committee, students council to name a few of them. The ultimate objective of all the committees is to put a halt to wrong goings at the institutional level and direct it on the right path. It clearly indicates the institutes approach towards the mobilization of the resources on the right track by this or the other way round.

Not limiting to the internal audit, for enabling the institute serve its stake holders or the students in a much more good way with the fairness component, the institute conducts the audit of the monetary resources and reserves by appointing an external auditor. Audit undergoes the validation and justification of the income sources along with the investment and the related outcomes. The objective is to keep the institute on the track towards continuous development of itself along with that of its students, teachers and the allied staff.

The auditor appointed by the institute assesses the institute’s financial statements at large in order to understand the investment. Accordingly, the statements are put forth by the auditor to direct the resource with the institute on the right track.

With the help of the internal as well as external audits, PIRENS IBMA makes itself readily in position to channelize its funds or resources generation from the government as well as non government organizations in a right way.

File Description	Document
Upload 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:

Quality Assurance Strategies

Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collection, analysis and use for improvements.

PIRENS Institute of Business Management and Administration has formed the Internal Quality and Assurance Cell (IQAC) for the quality enhancement and maintenance in the education and its delivery. The members of the IQAC meet every six months to discuss on the quality sustenance throughout the institute. The meetings of the IQAC cell of the institute get recorded in order to initiate the actions on the same. The soul of the IQAC cell rests on the feedback mechanism of the institutes from its stakeholders. The feedback serves as the source of understanding the scope for the quality enhancement. The issues revealed with the help of the feedback are incorporated as the IQAC Cell meeting agenda items which undergo rigorous discussion in the meetings to come out with the quality solutions.

The quality enhancement is the continuous process adopted by the cell in the form of meetings. The decisions are taken in the meetings which lead to the implementation followed by the feedback and the improvement related discussions. The cell also actively defines the systems, processes and the codes to be followed at the institute. Furthermore, the cell ensures the proper deployment of the codes, processes and systems at large. In other words, the IQAC cell of the institute ensures quality sustenance with the smooth flow of the activities, events, programmes of the institute.

1. Collaborative quality initiatives with other institution(s)/ membership of international networks

IQAC cell of the institute works out with the approach of sorting best from the many and its implementation at the institute. Accordingly, the institute seeks the best in every field to form alliances by signing the Memorandum of Union for the mutual benefit. The objective of the collaboration is to provide the best possible trainings, placements, knowledge to the students of PIRENS IBMA. The institute's IQAC cell has formed the alliances with the units/ institutes/organizations from the diverse fields. The external organizations also get benefited in the form of getting best human resources via placements, knowledge with the help of faculty exchanges and also in the form of other expertise resource at PIRENS IBMA. This alliance helps the cell of the institute achieve quality goals beyond the boundaries of the institute itself.

Review of teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals

The members of the IQAC Cell are very much concerned towards quality in teaching and learning process of the institution. The members ensure the design and implementation of the academic documents like Academic Calendar, Teaching plan, time tables to accomplish the quality enhancement in academics.

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

6.5.2 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives

identified and implemented

- 2. Academic and Administrative Audit (AAA) and follow-up action taken**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Participation in NIRF and other recognized rankings**
- 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	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:

I] Curricular Activities: To sensitize the students about the gender equity, institute tries to inculcate the knowledge about gender equity, human rights, labour laws, organizational behavior, and ethics through the curriculum.

II] Co-Curricular activities: Institute conducts different kinds of activities for women empowerment which are listed below.

1. Training for Self Defense of Women
2. NSS
3. Women Grievance Redressal Committee
4. Celebration of different commemorative days for strengthening girls will power
5. Poster making and Rangoli competition on a theme 'Beti Bachao Beti Padhao', 'Save Girl Child' and 'Women Empowerment'

III] Women Grievance Redressal Committee: which strives to solve all the women related grievances including sanitation, accommodation, health and overall well-being of the female stakeholders. The institute is providing vending machines, Clean Toilets, Girls Common Room to maintain Women health and hygienic environment.

The institute has active Women Empowerment Cell which looks after the overall progress of girl students and staff.

The institute is having 40% enrolment of the girl students which shows the institute is securing the gender equity which is an evidence for the gender equity at institute. Apart from this, the institute also celebrates the various National and International commemorative days listed as below;

- **International Women's Day (March 8):**

The institute observes International Women's Day dedicated to raising awareness of different aspects of the struggle for gender equality and women empowerment.

- **International Day of Women and Girls in Science (February 11):** Every year February 11 is celebrated as an International Day of Women and Girls in Science. It is celebrated to promote the participation of females in engineering, science, technology, and mathematics fields.
- **International Day for the Elimination of Sexual Violence in Conflict (June 19):** The International Day for the Elimination of Sexual Violence in Conflict serves as a reminder to address and eradicate sexual violence. The case of different Nirbhayas in Delhi and across the world,

shows the impact of sexual violence.

- **International Day of the Girl Child (October 11):** The International Day of the Girl Child serves as a powerful reminder that the fight against inequalities faced by girls is far from over. By dedicating this day to their cause, we collectively commit to challenging the status quo, amplifying their voices, and working towards a more equitable world where every girl can realize her full potential.
- **International Day of Rural Women (October 15):** Every year on October 15th, the world comes together to observe the International Day of Rural Women Empowerment. This significant day sheds light on the rights and invaluable contributions of rural women across the globe. It serves as a catalyst to address the distinct challenges they face(e.g. poverty, restricted access to resources and services, gender inequality and discrimination).

·Recognizing the Strength of Rural Women

·Confronting the Challenges of Rural Women

·Amplifying Voices and Promoting Empowerment

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

7.1.2 The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

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

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

Response: A. All of the above

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

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:

1.Tolerance and Harmony Towards Cultural, Regional, Linguistic, Communal, Socio-Economic, and sensitization of students:

Creating an inclusive environment that embraces diversity and fosters tolerance and harmony is a crucial endeavor for any institute. It is essential to ensure that individuals from various cultural, regional, linguistic, communal, socio-economic, and other backgrounds feel welcomed, respected, and valued. By providing equal opportunities, institute have inclusive environment where everyone can thrive. These are some of the highlights of the institutional efforts and initiatives in creating such an inclusive environment.

- **Diversity and Inclusion Policies:** Institution is developing comprehensive diversity that outlines their commitment to fostering a culture of tolerance and harmony. These should explicitly state the institution's stance against discrimination and promote equal opportunities for all.
- **Awareness and Sensitization Programs:** Institutions conduct awareness and sensitization programs to educate the campus community about different cultures, regions, languages, religions, and socio-economic backgrounds. These programs can include traditional day during annual functions where participants can have orientation about various cultural diversities of India. These

initiatives promote empathy, understanding, and acceptance among individuals and contribute to a harmonious campus environment.

- **Multicultural Events and Celebrations:** Organizing multicultural events and celebrations provides an opportunity for individuals to showcase and appreciate their cultural heritage. Different festivals from different religions are celebrated in PIRENS IBMA. Such events foster a sense of belonging, encourage interaction, and promote mutual respect among individuals from different backgrounds.
- **Support Systems for Underrepresented Groups:** Institutions always give support systems to address the unique challenges faced by underrepresented groups. This includes creating mentorship programs, scholarships, and resources specifically designed to assist students from diverse backgrounds. By providing targeted support, institutions ensure that all students have equal opportunities to succeed academically and socially.
- **Grievance Redressal Mechanisms:** Institutions have provided grievance redressal mechanisms in place to address any instances of discrimination, harassment, or bias. These mechanisms are transparent, confidential, and easily accessible to all members of the institution. By promptly addressing concerns and taking appropriate actions, institutions demonstrate their commitment to maintaining a fair and inclusive environment.

2. Sensitization of students and employees to the constitutional Obligations: values, rights, duties and responsibilities of Citizens

The institute celebrates the Indian Constitution Day on 26th November every year. Also, the institute is giving the insights about the Indian Constitution to make the students aware about their fundamental right and responsibilities towards responsible citizen of the nation through the curriculum by delivering the 2 credit course on Introduction of Constitution. Also, the students are being taught about various Legal Aspects to conduct and carry the business.

File Description	Document
Upload 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:

Activity 1: Brilliant Computer Bird Championship (BC)2

1. Title of the Practice

Brilliant Computer Bird Championship (BC)2 is conducted every year for all computer Graduate and PG students across the District

2. Objectives of the Practice

On completion of the course, the student should

Knowledge - know about:

- techniques for solving problems
- basic computational concepts and elementary data structures
- the edit-compile-link-run cycle from a user point of view
- testing strategies

Skills - be able to:

- Hand-execute simple programs, showing how input data is processed, output data is produced, and how the values of internal variables change
- Explain at various levels the behaviour of fragments of programming language code
- Amend existing programs to adjust or correct their functionality
- Translate well-structured plans into working programs

Attitudes -

- a programmer requires creativity in order to solve problems and precision in the construction and manipulation of programming language code
- a programmer builds up a repertoire of techniques for solving problems, usually adapting and reusing techniques as each new problem is encountered
- a programmer must be able to communicate his/her ideas to others
- effective programming requires effort both in front of and away from a computer learning to program requires commitment and perseverance

3. The Context

Many computer graduates are not capable enough to work in industry. The colleges in Rural areas do not have adequate facilities and resources (Physical and Human).

Our Institute wants to create a common platform for these computer students living in remote and tribal areas. Generally we decide the latest and important Programming Language. Experts conduct Two days (8 hours every day) workshop and on the third day Programming Quiz competition is conducted. Prizes are given to the winners. That becomes a great motivation for the students and colleges.

4. The Practice

The main idea behind conducting such coding competitions and programming competitions is to code with a purpose that can help create new solution

5. Evidence of Success

Year	Number of Students participated	From Number of College	From Number of Districts

2017-18	287	13	Ahmednagar and Nashik
2018-19	451	15	Nashik, Ahmednagar and Pune
2019-20	230 (Project Competition under BC-Square)	13	Ahmednagar and Nashik
2020-21	Online Workshop on Python Programming under BC-Square	20	Ahmednagar, Nashik, Pune, Nagpur, Gondia, Beed, Aurangabad
2021-22	Lock Down due to COVID		

6. Problems Encountered and Resources Required

- Many colleges do not allow to participate in
- Time is not sufficient to cover the Programming subjects
- Computer, internet related resources are not sufficient for more participants (more than 300)
- Accommodation and traveling
- Online mode is possible but it is not effective (we have tried it twice)
- In Online mode many distortions are their due internet connectivity, noise and chaos

7. Notes

- Course material in a soft copy is provided.
- Quiz competition was arranged on the last day.
- Latest we have used Kahoot platform to conduct the test

Activity 2: Avhaan

1. Title of the Practice

Avhaan

2. Objectives of the Practice

1. To spread the managerial education in and around its surrounding localities with the execution of *Avhaan*
2. To enable students to face the external world and improve their public relationship skills
3. To serves as a platform for the undergraduate participants to show case their skill based talent.
4. To put its students to test in real world situations.

3. The Context

The idea of planning and execution of Avhaan emerged in line with befitting the undergraduate students of the district. Accordingly, Avhaan is a platform for the undergraduate students to participate in various skill based competitions which required rigorous campaigning for awareness. The students of the institute travel at destined located institutes and give the information about the competitions or do event campaigning.

4. The Practice

Avhaan is designed to be a platform for the students from the under graduate level to participate in different skill based competition. As such the event is a mix of different competitions. Accordingly, the event is based on the principles of Indian education system which is teaching beyond the class rooms. The under graduate students come out from their class rooms and participate at PIRENS IBMA to show case their talents. The institute believes that, the all round development of the student does not happens at once with the one way teaching but with the participative approaches to the teaching methodology.

5. Evidence of Success

The growing awareness about the institute and its quality education is because of this best practice. The students not able to show case their talents or not having platform for the same are provided with the same. Accordingly, it is evident that the practice is successful in the form of serving as a platform for the students.

6. Problems Encountered and the Resources Required

The major challenge is to convince the students of the under graduate regarding the importance of participation in Avhaan which is skill based rather than technical. As far as the resources are concerned, the students of the institute perform majority of the roles in the planning and execution. In every competition under Avhaan, prizes are given to the students as a token of motivation and appreciation for learning and emphasizing the importance of skill development.

7. Notes

It may be noted that, Avhaan as the best practice of the institute is aimed at improving the skill set of the under graduate students. The institute has a strong belief about the skill set development being an important factor in the employability of the students. It is one way to address the skill gap between the industrial or real world requirements and the students skill set. It is recommended for the institutes across to implement the events or practices on the same lines in order to create mass skill education deployment.

File Description	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:

- 1.This is the only Management Institute in Ahmednagar district through which 34 students have completed their doctoral research in the field of Management, Economics, Social Sciences out of which 03 are foreign candidates.

2. PIRENS Institute of Business Management and Administration is a pioneer institute in the field of Management education in Ahmednagar district providing quality education in Rural areas. Majority of the reputed Management institutions are run by the alumni of PIRENS IBMA. Some of them are as follows;

Sr. No.	Name of Alumni	Batch Year	Designation and details	Contact Number
1	Dr. Sagar Bhadange	2008-10 (Gold Medalist)	Associate Professor, Pimpri Chinchwad University, Pune	9970991791
2	Dr. Babasaheb Londhe	1996-98	Director, Amrutvahini Inst. of MBA, Sangamner	9822267298
3	Dr. T.J. Parvat	1996-98	Principal, Engg. College, Mumbai	9881920029
4	Dr. Deepak Khairnar	1994-96	Professor & HOD, MVPS Karmavir Advocate Baburao G Thakare College of Engineering, Nashik.	9422532749
5	Ganesh Datire	2005-2007	Assistant Professor, Sinhad Business School, Pune.	9270276835
7	Dr. Ashish Jaswal	1998-2000	Assistant Professor, Sadhu Vaswani Institute of Management studies for Girls, Pune.	9923577235
8	Dr. Prashant Tambe	1998-2000	Director, Akole Technical Campus, Akole	9595757700
9	Maithili Jadhav	2002-2004	Assistant Professor, Dr. DY Patil Global Business School, Pune	9921418787
10	Dr. Nilesh Bankar	2010-2010	Professor, PIRENS IBMA	9860541857
11	Dr. Mohasin Tamboli	2010-2010	Associate Professor, PIRENS IBMA	9766010560
12	Prof. R. B. Satpute	2010-11	Assistant Professor, Amrutvahini Institute Of Management And Business Administration, Sangamner.	7588093481
14	Dr. Navnath Dighe	2002-04	Assistant Professor, Amrutvahini Institute Of Management And Business Administration, Sangamner.	9604675051
15	Dr. Nitin Bhand	2001-03	Associate Professor, Amrutvahini Institute Of Management And Business Administration, Sangamner.	8669174327

16	Prof. Saurav Dighe	2006-2008	Assistant Professor, DVVPFS Institute of Business Management and Rural Development	8459352873
17	Dr. Pravin Suryavanshi	2002-04	Assistant Professor, DVVPFS Institute of Business Management and Rural Development	9822452677
18	Prof. Saptaranjan Kadam	1996-98	Assistant Professor, DVVPFS Institute of Business Management and Rural Development	9823232341
19	Dr. Ravindra Gawali	2001-03	Assistant Professor, Amrutvahini Institute Of Management And Business Administration, Sangamner.	8788672960
20	Dr. Rahul Bhandari	1997-98	Assistant Professor, Visvesvaraya Institute Of Technology, Nashik	9881330695
21	Prof. Sanjay Vikhe	1997-98	Assistant Professor, Visvesvaraya Institute Of Technology, Nashik	9075976007
22	Dr. Prabha Sharma	1999-01	Associate Professor, Vaswani Institute of Management studies for Girls,Pune.	9689943672

3. Literacy Program

1. Digital Literacy Training to SHG members

Being a catalyst in rural development, the PIRENS Institute of Business Management and Administration provide Digital literacy training to the members of women Self Help Group (SHG) associated with Janseva Foundation, Loni. The objective of this mission was to enhance the digital literacy among the women of SHG enabling them to utilize technology effectively in their routine life.

- The **specific objectives** of the "Mission Digital Literacy" were as follows:
 - Equip SHG members with basic computing skills.
 - Educate participants on digital tools and applications relevant to their routine life.
 - Foster self-reliance among SHG members in using digital technology.
- **Outcomes:** The mission "Digital Literacy" initiative yielded the following outcomes
 - Improved digital literacy skills
 - Increased confidence
 - Enhanced communication
 - Increased access to opportunities

2. Financial Literacy Training to SHG members

As it is observed that women of Self Help Group are lacking in various financial products and services. Hence the objective of forming Self Help Group is not being fulfilled. Therefore, to address this challenge PIRENS IBMA is providing Financial literacy training to the women of Self Help Group. The objective of this initiative was to enhance the financial knowledge among the women of SHG.

- The **specific objectives** of the "Financial Literacy Programme" were as follows:
 - Enhance participants understanding of financial concepts.
 - Provide practical guidance on accessing financial services.
 - Foster financial discipline and responsible financial behavior.
- **Outcomes:** The "Financial Literacy Programme" yielded the following outcomes
 - Improved financial knowledge:
 - Empowered financial decision-making
 - Enhanced financial discipline
 - Access to financial services
 - Strengthened financial resilience

File Description	Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

Loni a place nearby to the holy place Shirdi. Pravara Institute of Research and Education in Natural and Social Sciences (PIRENS) is an NGO established in the year 1983 with the sole objective to benefit the rural society in the fields of Agriculture, Education, Soci-economic development, etc. Accordingly, the Institute of Business Management and Administration (IBMA) was established in the year 1993 with the objective of imparting quality management education to the students in rural areas at affordable cost. The institutional campus has good network of road ways and the Air port and the Railway station are located at distance of about 20 Km from the institute. The institution is well equipped with the state of the art infrastructure for enhancing the effectiveness of the teaching learning methodologies and the curriculum delivery. The extracurricular and the co curricular activities are equally emphasized by the institute in order to facilitate the all round development of the students. The institute practices management by all with the inclusion of student's representation in various committees. The institute is in the close vicinity to the Ahmednagar, Aurangabad and Nasik districts with the opportunities to generate more placement opportunities from the respective MIDC's.

Concluding Remarks :

With the prime objective of the opportunity for institutional appraisal, the work has been undertaken to compile the data as per the pre defined metrics with the compilation of the readily available data from the different programmes, events, procedures and systems. For better management and work, the different faculty was appointed as the in charges of the different sub criteria of the NAAC manual. Accordingly, the work of filling out the required pre defined data templates and the supportive documents scanning and conversion to soft copy for the uploading purpose was undertaken.

The institute is dedicated towards offering of the quality and affordable education in the form of MBA, MCA and B.Voc programmes. It was the outcome of the vision of the founder of PIRENS Late. Dr. Balasaheb Vikhe Patil (Padmabhushan Awardee), to make the management education available in the rural areas. Since then, the institute has created the large base of intellectual Alumni working at key positions of the reputed organizations across the globe. Furthermore, the institute attempts to create a conducive environment for the learning by incorporating various co curricular events, women empowerment sessions, celebration of days of national importance, etc. In other words along with the academics the institute focuses on the spiritual, moral and ethical development of the students.

The institution has a good decentralized way of decision making mechanism. The representation from every stakeholder components is given on the various statutory committees of the organizations for better decision making.