



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

| | |
|--|--|
| 1.Name of the Institution | |
| | PIRENS Institute of Business Management and Administration (IBMA), Loni (Bk) |
| • Name of the Head of the institution | Dr. Anita Khatke |
| • Designation | Director |
| • Does the institution function from its own campus? | Yes |
| • Phone no./Alternate phone no. | 02422273493 |
| • Mobile No: | 9922750673 |
| • Registered e-mail | directoribma@pirens.in |
| • Alternate e-mail | director@pirens.in |
| • Address | ITI Campus |
| • City/Town | Loni |
| • State/UT | Maharashtra |
| • Pin Code | 413736 |
| 2.Institutional status | |
| • Affiliated / Constitution Colleges | Affiliated College |
| • Type of Institution | Co-education |
| • Location | Rural |

| | | | | | |
|--|---|----------------|-----------------------------|-------------------|-------------------|
| • Financial Status | Self-financing | | | | |
| • Name of the Affiliating University | Savitribai Phule Pune University, Pune | | | | |
| • Name of the IQAC Coordinator | Dr. Satish Bidgar | | | | |
| • Phone No. | 02422273493 | | | | |
| • Alternate phone No. | 0242227694 | | | | |
| • Mobile | 7507621374 | | | | |
| • IQAC e-mail address | iqacibma@pirens.in | | | | |
| • Alternate e-mail address | mohasintamboli@pirens.in | | | | |
| 3.Website address (Web link of the AQAR (Previous Academic Year)) | https://www.pirens.in/assets/docs/ssr.pdf | | | | |
| 4.Whether Academic Calendar prepared during the year? | Yes | | | | |
| • if yes, whether it is uploaded in the Institutional website Web link: | https://www.pirens.in/assets/docs/academic-calender-term-i.pdf | | | | |
| 5.Accreditation Details | | | | | |
| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
| Cycle 1 | B++ | 3.0 | 2024 | 01/02/2024 | 31/01/2029 |
| 6.Date of Establishment of IQAC | | | 11/03/2022 | | |
| 7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc., | | | | | |
| Institutional/Department /Faculty | Scheme | Funding Agency | Year of award with duration | Amount | |
| Nil | Nil | Nil | Nil | Nil | |
| 8.Whether composition of IQAC as per latest NAAC guidelines | | | Yes | | |
| • Upload latest notification of formation of IQAC | | | View File | | |

| | | |
|---|---|--|
| 9.No. of IQAC meetings held during the year | 01 | |
| <ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? | Yes | |
| <ul style="list-style-type: none"> If No, please upload the minutes of the meeting(s) and Action Taken Report | View File | |
| 10.Whether IQAC received funding from any of the funding agency to support its activities during the year? | No | |
| <ul style="list-style-type: none"> If yes, mention the amount | | |
| 11.Significant contributions made by IQAC during the current year (maximum five bullets) | | |
| 1. Research Project Proposals | | |
| 2. Committee for Organizing Seminars, Conferences and Workshops | | |
| 3. Training for girl students to enhance their employability | | |
| 4. More collaborations with Academia and Industry | | |
| 5. Rejuvenation of Ph.D research centre | | |
| 12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year | | |
| Plan of Action | Achievements/Outcomes | |
| 1. To enhance the employability skills among the girls students. | 1. Successfully organized training programme for girl students in association with Naandi Foundation & Mahindra Pride Classroom | |
| 2. Research Project Proposals | 2. Faculty have prepared and submitted research proposals to the various funding agencies for the financial assistance | |
| 13.Whether the AQAR was placed before statutory body? | Yes | |
| <ul style="list-style-type: none"> Name of the statutory body | | |

| Name | Date of meeting(s) |
|-------------------------------|--------------------|
| College Development Committee | 03/12/2024 |

14. Whether institutional data submitted to AISHE

| Year | Date of Submission |
|------|--------------------|
| 2023 | 15/02/2024 |

15. 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 ran 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 personally.

16. 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 537

17. 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.

18.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.

19.Focus on Outcome based education (OBE):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.

20.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.

Extended Profile

1.Programme

1.1

4

Number of courses offered by the institution across all programs during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.Student

2.1 507

Number of students during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.2 136

Number of seats earmarked for reserved category as per GOI/ State
Govt. rule during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.3 240

Number of outgoing/ final year students during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

3.Academic

3.1 21

Number of full time teachers during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

3.2 21

Number of Sanctioned posts during the year

| Extended Profile | |
|---|---------------------------|
| 1.Programme | |
| 1.1 Number of courses offered by the institution across all programs during the year | 4 |
| File Description | Documents |
| Data Template | View File |
| 2.Student | |
| 2.1 Number of students during the year | 507 |
| File Description | Documents |
| Data Template | View File |
| 2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year | 136 |
| File Description | Documents |
| Data Template | View File |
| 2.3 Number of outgoing/ final year students during the year | 240 |
| File Description | Documents |
| Data Template | View File |
| 3.Academic | |
| 3.1 Number of full time teachers during the year | 21 |
| File Description | Documents |
| Data Template | View File |

| | |
|--|----|
| 3.2 | 21 |
| Number of Sanctioned posts during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

4.Institution

| | |
|---|--------|
| 4.1 | 17 |
| Total number of Classrooms and Seminar halls | |
| 4.2 | 179.92 |
| Total expenditure excluding salary during the year (INR in lakhs) | |
| 4.3 | 172 |
| Total number of computers on campus for academic purposes | |

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

For the proper implementation of the curriculum after the commencement of academic year, the Institute prepares itself with the preparation of following documents;

1.Academic Calendar

Academic Calendar is prepared to fulfil 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.

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.

3. Teaching Plans

Every faculty is keen to prepare their lecture plans according to the subject allotted to them.

4. Continuous Concurrent Evaluation (CIE).

The institute has a structured concurrent evaluation scheme which evaluates the students on continuous and regular periodic intervals.

5. 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.

6. Feedback

A structured questionnaire is used for the purpose of the students feedback. Also, the teachers feedback and the feedback from the Alumni is sought in order to see the scope for the improvements.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |
| Link for Additional information | Nil |

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

The students undergo internal as well as external evaluation according to the type of courses in the form of concurrent evaluation scheme and University End Semester examination. The type of course and its evaluation is as follows;

1. Generic Core Courses : 50M (End Semester Evaluation) + 50M (Concurrent Evaluation)
2. Subject Core Courses : 50M (End Semester Evaluation) + 50M (Concurrent Evaluation)
3. Generic Elective Courses : 50M (Concurrent Evaluation)
4. Subject Elective Courses : 50M (Concurrent Evaluation)

Accordingly, the institute has to conduct the concurrent

evaluation of the students for the core and elective courses for 50 marks. The syllabus prescribed by the Savitribai Phule Pune University includes near about 54 parameters to be selected for evaluating the students. The choice of the parameters depends upon the type of course and the level of students understanding. For 3 credit courses , the institute conducts minimum 3 parameters for the internal evaluation and for the 2 credit courses the institute choose 2 parameters from the basket of parameters grouped and nominated as Group A, Group B, Group C, Group D, Group E, and Group F.

| File Description | Documents |
|--------------------------------------|---------------------------|
| Upload relevant supporting documents | View File |
| Link for Additional information | Nil |

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View File |
| Any additional information | No File Uploaded |

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

4

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Minutes of relevant Academic Council/ BOS meetings | No File Uploaded |
| Institutional data in prescribed format (Data Template) | View File |

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

3

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Brochure or any other document relating to Add on /Certificate programs | No File Uploaded |
| List of Add on /Certificate programs (Data Template) | View File |

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

363

1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year

363

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Details of the students enrolled in Subjects related to certificate/Add-on programs | View File |

1.3 - Curriculum Enrichment

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

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.

2. Environment & Sustainability:

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:

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 | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum | View File |

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

3

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Programme / Curriculum/ Syllabus of the courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | No File Uploaded |
| MoU's with relevant organizations for these courses, if any | No File Uploaded |
| Number of courses that include experiential learning through project work/field work/internship (Data Template) | View File |

1.3.3 - Number of students undertaking project work/field work/ internships

345

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | View File |

1.4 - Feedback System

| | |
|---|----------------------------|
| 1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni | A. All of the above |
|---|----------------------------|

| File Description | Documents |
|--|---------------------------|
| URL for stakeholder feedback report | No File Uploaded |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | View File |
| Any additional information(Upload) | View File |

1.4.2 - Feedback process of the Institution may be classified as follows

A. Feedback collected, analyzed and action taken and feedback available on website

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |
| URL for feedback report | Nil |

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of sanctioned seats during the year

260

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Institutional data in prescribed format | View File |

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

105

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Number of seats filled against seats reserved (Data Template) | View File |

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

At PIRENS, Institute of Business Management & Administration, we are committed to providing inclusive and supportive learning environments that cater to the diverse needs of its students. To achieve this, the institution conducts regular assessments to identify the learning levels of its students.

The assessment outcomes are used to design and implement special programmes for advanced learners and slow learners. Advanced learners are provided with enrichment programmes/ courses such as Loan Processing officer & Business Correspondence that challenge them to excel, while slow learners are offered remedial programmes that provide additional support and guidance.

These special programmes are tailored to meet the specific needs of each student group, and are delivered by trained faculty members. The programmes have been successful in improving student outcomes, increasing student engagement, and reducing the achievement gap between advanced and slow learners.

By providing these special programmes, the institution demonstrates its commitment to equity, inclusivity, and academic excellence.

| File Description | Documents |
|-----------------------------------|---------------------------|
| Link for additional Information | Nil |
| Upload any additional information | View File |

2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

| Number of Students | Number of Teachers |
|--------------------|--------------------|
| 507 | 21 |

| File Description | Documents |
|----------------------------|---------------------------|
| Any additional information | View File |

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

The institute incorporates the learning with the experiential learning approaches.

1. Summer Internship Project (SIP):

The students of the institute gain experience hands on by undergoing compulsory internships at the reputed companies itself. 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 call'.

3. Availability of Online Teaching Material

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.

4. 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.

5. Problem Solving Teaching Methodologies

The course teacher constitutes the evaluation scheme for their courses which include problem solving methodologies like case study solution, case let and so on.

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | No File Uploaded |
| Link for additional information | https://drive.google.com/file/d/105zc454eh_fK2d7m7uaPvAd-y000eE764/view?usp=drive_link |

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

At PIRENS Institute of Business Management & Administration we actively promoting the use of Information and Communication Technology (ICT) enabled tools to enhance the teaching-learning process. Teachers are encouraged to integrate technology into their pedagogy to make learning more engaging, interactive, and effective.

Teachers use various ICT tools such as smart Board, google classroom, language lab, multimedia resources, online quizzes, and power point presentations to supplement traditional teaching methods. These tools enable teachers to create digital content, share resources, and facilitate collaborative learning.

The use of ICT-enabled tools has improved student engagement, motivation, and academic performance. It has also enabled teachers to track student progress, identify learning gaps, and provide personalized feedback.

The institution support to teachers to enhance their digital literacy and promote the effective use of ICT tools in teaching. This has resulted in a significant improvement in the quality of teaching and learning, and has enhanced the overall educational experience for students.

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | https://drive.google.com/file/d/1AvJ56s3BIbIx5KVSyqrHd6liUi1UAI-B/view?usp=drive_link |

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest

completed academic year)

2.3.3.1 - Number of mentors

21

| File Description | Documents |
|---|---------------------------|
| Upload, number of students enrolled and full time teachers on roll. | View File |
| Circulars pertaining to assigning mentors to mentees | View File |
| mentor/mentee ratio | View File |

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

21

| File Description | Documents |
|--|---------------------------|
| Full time teachers and sanctioned posts for year (Data Template) | View File |
| Any additional information | View File |
| List of the faculty members authenticated by the Head of HEI | View File |

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

07

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template) | View File |

**2.4.3 - Number of years of teaching experience of full time teachers in the same institution
(Data for the latest completed academic year)**

2.4.3.1 - Total experience of full-time teachers

106

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | View File |

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

At PIRENS, Institute of Business Management & Administration, we have a well-established mechanism for internal assessment that is transparent, robust, and comprehensive. The internal assessment process is designed to evaluate students' learning outcomes regularly, providing them with timely feedback for improvement.

The mechanism involves a combination of formative and summative assessments, conducted at regular intervals throughout the semester. The assessment modes include quizzes, written home assignments, Caselet, infographics, situational analysis, presentations, mid-term exams, and end-term exams. Freedom is given to course instructor to choose any component for his course. The weightage of each assessment component is clearly defined and communicated to students at the beginning of the semester.

The institution uses a robust online as well as offline platform for internal assessments, ensuring transparency and efficiency in the evaluation process. The platform provides students with access to their assessment schedules, results, and feedback, enabling them to track their progress and identify areas for improvement.

The internal assessment mechanism is reviewed and refined regularly to ensure its effectiveness and relevance.

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | https://drive.google.com/file/d/1bEXQ-1Lwe27QM4gXdM59TbcU6JxVoPdA/view?usp=drive_link |

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

At PIRENS, Institute of Business Management & Administration, we have established a transparent, time-bound, and efficient mechanism to address internal examination related grievances. The mechanism ensures that students' concerns are heard and resolved promptly.

A Grievance Redressal Cell (GRC) has been constituted to handle examination-related grievances. The Grievance Redressal Cell comprises senior faculty members and student representatives. Students can submit their grievances in writing or online through the institute's website.

The GRC reviews and resolves grievances within a stipulated timeframe of 7 working days. The cell also provides feedback to students on the status of their grievances.

To ensure transparency, the institute publishes the GRC's composition, procedures, and contact details on its website. Regular review meetings are held to evaluate the effectiveness of the mechanism and identify areas for improvement.

The institute's mechanism for addressing internal examination related grievances has been well-received by students, and has helped to build trust and confidence in the examination process.

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | https://drive.google.com/file/d/1NnN497pMXoc75jMNQwqgOHF3x8nJiia3/view?usp=drive_link |

2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

To ensure that faculty and students are well-informed, Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) are displayed on notice boards and institutional websites. This provides a quick reference for understanding the objectives of various courses, supporting the creation of an effective teaching-learning framework. These outcomes clarify expectations, enhance employability, and foster skills in areas like entrepreneurship, ethics, gender sensitivity, and environmental awareness.

The outcomes prescribed by Savitribai Phule Pune University (SPPU) are followed by the institution as they align with Bloom's Taxonomy. Awareness is fostered during induction sessions each semester. Teachers map POs and COs using a rubric-based system with three levels of correlation: high (3), medium (2), and low (1). Student performance is assessed through internal evaluations like assignments, tests, and projects, and external evaluations conducted by the university.

Course attainment is determined by calculating internal and external evaluations, weighted equally. Attainment levels are classified into three scales: Level 3 (above 66.66% achieving 50% marks), Level 2 (33.33%-66.66%), and Level 1 (below 33.33%). The minimum attainment level is set at 1.5 (50%). The final attainment is derived from combining evaluation results and CO-PO mapping averages, ensuring continuous assessment and improvement.

| File Description | Documents |
|--|---|
| Upload any additional information | No File Uploaded |
| Paste link for Additional information | https://drive.google.com/file/d/1vI8b4XMW_VvGIS4NWR8IOMktw_jreyjV/view?usp=drive_link |
| Upload COs for all courses (exemplars from Glossary) | No File Uploaded |

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

Savitribai-Phule-Pune-University adopted an Outcome-Based-Education (OBE) curriculum in 2019 for the MBA program and in 2020 for the MCA program. All affiliated institutions, including PIRENS-

Institute-of-Business-Management-and-Administration, are mandated to follow this curriculum. The OBE framework includes Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) as prescribed by the university, based on Bloom's Taxonomy. Students are introduced to POs, PSOs, and COs during induction sessions at the beginning of each semester.

Course instructors map COs to POs using rubrics and establish correlations on three levels: Level 3 (high correlation), Level 2 (moderate correlation), and Level 1 (low correlation). Attainment levels are evaluated at the semester's end based on students' academic performance, combining internal and external assessments. Internal evaluations consist of Comprehensive Concurrent Evaluations (CCE), while external evaluations involve university exams.

The minimum attainment level for a course is set at 1.5 (50% of Level-3). Performance is classified into three levels: Level-3 (above 66.66%), Level-2 (33.33%-66.66%), and Level-1 (below-33.33%). The final attainment level is calculated by combining internal and external evaluation scores with the CO-PO mapping averages, ensuring a systematic approach to measuring learning outcomes.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | No File Uploaded |
| Paste link for Additional information | https://drive.google.com/file/d/1cwrfZZdxmB7oKGwcTiVyOBUB9CEic016/view?usp=drive_link |

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

159

| File Description | Documents |
|--|---|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View File |
| Upload any additional information | View File |
| Paste link for the annual report | https://drive.google.com/file/d/1A_6eFE09V_ag0vYX_nKIvI-vpTb12zb4L/view?usp=drive_link |

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

https://docs.google.com/forms/d/e/1FAIpQLSe8jSHz1qMXkCLLOkbz3Kx0kP_fAjrZ4MQ536TiY3v8hN8BZZA/viewform?usp=sf_link

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 year (INR in Lakhs)

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

0

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| e-copies of the grant award letters for sponsored research projects /endowments | No File Uploaded |
| List of endowments / projects with details of grants(Data Template) | View File |

3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.2.1 - Number of departments having Research projects funded by government and non-government agencies during the year

0

| File Description | Documents |
|---|---------------------------|
| List of research projects and funding details (Data Template) | View File |
| Any additional information | No File Uploaded |
| Supporting document from Funding Agency | No File Uploaded |
| Paste link to funding agency website | Nil |

3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year

3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year

10

| File Description | Documents |
|--|---------------------------|
| Report of the event | No File Uploaded |
| Any additional information | No File Uploaded |
| List of workshops/seminars during last 5 years (Data Template) | View File |

3.2 - Research Publications and Awards

3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year

3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year

06

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| List of research papers by title, author, department, name and year of publication (Data Template) | View File |

3.2.2 - Number of books and chapters in edited volumes/books published and papers

published in national/ international conference proceedings per teacher during the year

3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year

05

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| List books and chapters edited volumes/ books published (Data Template) | View File |

3.3 - Extension Activities

3.3.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

PIRENS IBMA actively organized extension activities to foster holistic development among students and strengthen their connection with societal responsibilities. These initiatives emphasized values, environmental sustainability, and inclusivity while addressing social issues.

To honor the contributions of great personalities, Birth and Death Anniversaries were commemorated, inspiring students to imbibe their teachings and values. On Water Conservation Day, awareness programs highlighted the importance of sustainable water management, encouraging the community to adopt conservation practices.

On International Happiness Day, PIRENS IBMA brought joy to Gadge Maharaj Ashram School in Lohare by distributing sports materials, promoting inclusivity and physical well-being among the students. An eco-friendly Ganesh Festival Celebration was conducted, spreading awareness about environmental protection.

A unique initiative included a Braille Lipi Demonstration for visually impaired individuals in the neighborhood, enhancing their social communication skills and creating a sense of inclusion within the community. Additionally, students were sensitized to social issues through participatory activities, fostering empathy and civic responsibility.

These activities significantly impacted both students and the community. They encouraged personal growth, environmental

awareness, and inclusiveness while nurturing students as socially responsible individuals prepared to contribute positively to society.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year

0

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Number of awards for extension activities in last 5 year(Data Template) | View File |
| e-copy of the award letters | No File Uploaded |

3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.3.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

20

| File Description | Documents |
|--|---------------------------|
| Reports of the event organized | View File |
| Any additional information | View File |
| Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template) | View File |

3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year

3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

483

| File Description | Documents |
|--|---------------------------|
| Report of the event | No File Uploaded |
| Any additional information | No File Uploaded |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | View File |

3.4 - Collaboration

3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year

19

| File Description | Documents |
|---|---------------------------|
| e-copies of linkage related Document | No File Uploaded |
| Details of linkages with institutions/industries for internship (Data Template) | View File |
| Any additional information | No File Uploaded |

3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year

3.4.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year

15

| File Description | Documents |
|--|---------------------------|
| e-Copies of the MoUs with institution./ industry/corporate houses | No File Uploaded |
| Any additional information | View File |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | View File |

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

The institution is committed to providing a comprehensive and conducive environment for academic and holistic development through its state-of-the-art infrastructure and physical facilities. The following facilities are available to meet the diverse needs of students and staff. The Institution has adequate infrastructure and physical facilities there are 13 smart lecture halls with ICT tools (like Projectors, Digital Boards and Computers). Auditorium and 2 seminar halls available, 2 Computer Labs having 130 computers, High Configured computers and Modernised Updated Software Systems. Library and Information Centre Having KOHA ILMS, 15 KWP Grid connected solar power System to support its electric energy requirement. Out Door, Indoor Game and open gym is available. ACEN LANGUAGE LAB Acenet 5.1 software is installed in the language laboratory, Placement Cell facilitated with the inbuilt conference room. Ramp for physically challenged-Special facilities such as ramps, rails and wash room, The Institution has 3 Reverse Osmosis Units of 50LPH and 25LPH Drinking Water Facility with also Guest House 12LPH capacities, Hostel To girl and boys with intake capacity, The institute building is equipped with the lift facility. Well-equipped Board Room, Director Cabin, Faculty Rooms, Administration Office, and Cafeteria as per norms is available.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

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

The institute is committed to the holistic development of its students by providing extensive facilities for cultural and sports activities. It boasts state-of-the-art infrastructure to meet the diverse needs of its students. The institute provides facilities for both indoor and outdoor sports to encourage physical fitness and team spirit among students. Key features include Indoor Sports Games like Chess, Carom, and Table Tennis. Outdoor Sports Games like Volleyball and Cricket etc. a gymnasium spread over 54 sq. meters, equipped with modern fitness equipment. An open gym. Auditorium and Seminar Halls A fully air-conditioned auditorium, ideal for hosting large-scale cultural programs and events. Two seminar halls designed with excellent acoustics for diverse purposes such as seminars, workshops, and theatrical performances. A dedicated yoga center supports mental well-being and mindfulness among students and staff, offering a tranquil space for regular yoga sessions and meditation practices. The institute actively promotes cultural engagement through: Celebrating cultural heritage and fostering unity. Strengthening the sense of community among students and staff. Encouraging creativity, teamwork, and inspiration through a variety of programs. These activities provide students with opportunities to express themselves, develop leadership skills, and build meaningful connections within the campus community.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

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

19

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

19

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

102.57

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Upload audited utilization statements | No File Uploaded |
| Upload Details of budget allocation, excluding salary during the year (Data Template) | View File |

4.2 - Library as a Learning Resource

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

Since 2017, library automation was done using KOHA LMS Software. Since then, the library is partially automated with KOHA: ILMS software Koha is a true enterprise-class ILS with comprehensive functionality including basic and advanced options. Koha includes modules for acquisitions, circulation, cataloguing, serials management, authorities, flexible reporting, label printing, multi-format notices, offline circulation for when Internet access is not available, and much more which is installed on the "Cloud Server". Multilingual and translatable.

Full text searching Powerful searching, and an enhanced catalogue display that can use content from Amazon, Google Koha is built using library standards and protocols ensuring interoperability between Koha and other systems and technologies, while supporting

existing workflows and tools.Koha's OPAC, circ, management and self-checkout interfaces are all based on standards-compliant WWW technologies-making Koha a truly platform.

The college had an annual maintenance contract with Informatics Publishing Limited, New Delhi 2017. The institution renews KOHA ILMS annually Informatics provides services such as accession, data entry, circulation.

Cataloguing, reports, searching, web OPAC etc. Total expenditure on annual maintenance of KOHA LMS Software is Rs.25201/- from the financial year 2023-2024 KOHA ILMS Software Nature of Automation Version Year of Automation 17-18

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for Additional Information | Nil |

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources

B. Any 3 of the above

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | View File |

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

245593.56

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| Audited statements of accounts | View File |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

4.2.4.1 - Number of teachers and students using library per day over last one year

61

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Details of library usage by teachers and students | View File |

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

The institution boasts robust infrastructure and modern physical facilities, tailored to meet the diverse needs of education, training, and research. The campus is equipped with 13 smart lecture halls, each outfitted with advanced ICT tools such as projectors, digital boards, and computers, fostering an interactive, technology-enabled learning environment.

The institute features two state-of-the-art computer labs, housing a total of 130 high-configuration computers. These labs are equipped with the latest software systems, ensuring they meet the evolving demands of contemporary education and research activities.

To support seamless connectivity and access to online resources, the institution provides high-speed Wi-Fi with a bandwidth of up to 500 Mbps, available across the campus for students and staff. A central hub equipped with cutting-edge technology and resources to support computational research, training, and project work. A facility designed for exploring advanced digital tools and applications, enabling students and researchers to engage in innovative projects and digital skill development. A modern

facility focused on enhancing linguistic skills through interactive software, audiovisual tools, and personalized learning modules, fostering effective communication skills.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

4.3.2 - Number of Computers

172

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |
| Student – computer ratio | No File Uploaded |

4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

| File Description | Documents |
|--|---------------------------|
| Upload any additional Information | No File Uploaded |
| Details of available bandwidth of internet connection in the Institution | View File |

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)

12.15

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Audited statements of accounts. | View File |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View File |

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

Library and Information Centre Having KOHA ILMS, 15 KWP Grid connected solar power System to support its electric energy requirement. Out Door, Indoor Game and open gym is available. ACEN LANGUAGE LAB Acenet 5.1 software is installed in the language laboratory, Placement Cell facilitated with the inbuilt conference room. Ramp for physically challenged-Special facilities such as ramps, rails and wash room, The Institution has 3 Reverse Osmosis Units of 50LPH and 25LPH Drinking Water Facility with also Guest House 12LPH capacities, Hostel To girl and boys with intake capacity, The institute building is equipped with the lift facility. Well-equipped Board Room, Director Cabin, Faculty Rooms, Administration Office, and Cafeteria as per norms is available. The institution is committed to providing a comprehensive and conducive environment for academic and holistic development through its state-of-the-art infrastructure and physical facilities. The Support Facilities are 2 Computer Labs having 130 computers, High Configured computers and Modernised Updated Software Systems. Sports having Out Door, Indoor Game and open gym is available.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

375

| File Description | Documents |
|--|---------------------------|
| Upload self attested letter with the list of students sanctioned scholarship | View File |
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | View File |

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

0

| File Description | Documents |
|--|---------------------------|
| Upload any additional information | No File Uploaded |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | View File |

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

A. All of the above

| File Description | Documents |
|---|---------------------------|
| Link to institutional website | Nil |
| Any additional information | View File |
| Details of capability building and skills enhancement initiatives (Data Template) | View File |

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

239

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

239

| File Description | Documents |
|--|---------------------------|
| Any additional information | View File |
| Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template) | View File |

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View File |
| Upload any additional information | View File |
| Details of student grievances including sexual harassment and ragging cases | View File |

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

77

| File Description | Documents |
|---------------------------------------|---------------------------|
| Self-attested list of students placed | View File |
| Upload any additional information | View File |

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

0

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for student/alumni | No File Uploaded |
| Any additional information | No File Uploaded |
| Details of student progression to higher education | View File |

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State

government examinations) during the year

0

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload supporting data for the same | View File |
| Any additional information | No File Uploaded |

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 year

5.3.1.1 - 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 year.

27

| File Description | Documents |
|--|---------------------------|
| e-copies of award letters and certificates | View File |
| Any additional information | No File Uploaded |
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template) | View File |

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

In line with the regulations set forth by the university, AICTE, UGC, and NAAC, the Institute provided equal opportunities for students to serve on important statutory and non-statutory bodies. The Institute's "Student Council" is quite active, and students have representation on a number of academic and administrative committees.

Student Council formed as per the guidelines of the university. The vibrant student council plays a crucial role in maintaining discipline on the campus and organizing various activities throughout the year. Student council acts as a mediator between

students and faculty members.

Student representation on the college development committee plays key role in overall growth of the Institute.

Students' involvement in planning extracurricular and co-curricular activities the student committee for a variety of events handles the planning and execution of extracurricular and co-curricular activities.

There are student clubs in the institute which organize numerous activities.

Student representatives are a part of the following Statutory Committees that the Institute has established, committees for internal complaints, women's grievances, anti-ragging, student grievance redress, etc.

Students' engagement with various committees and events enhances their educational experience and facilitates their ability to develop their holistic personality.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

33

| File Description | Documents |
|---|---------------------------|
| Report of the event | View File |
| Upload any additional information | No File Uploaded |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions) (Data Template) | View File |

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

According to the Societies Registration Act of 1860, the Institute has registered the PIRENS Institute of Business Management and Administration (IBMA) Alumni Association. Its registration number is MAH/401/2011/AHMEDNAGAR. Fostering a strong connection between the institute and its alumni is the goal of the alumni association. Establish an effective network that will promote the professional development of students and alumni. To cultivate regular communication with the alumni as a way to encourage a strong sense of conjunction to the almatmater. Weareconvincedthatth roughattainingthesegoals,wewillstrengthentherelationshipsthatconne ctrecentgraduateswiththeInstitute. The Alumni and the institute remain connected with each through social media platforms like Facebook, Whats App, Linked In,etc.

As of right now 1300 MBA and MCA alumni are registered with the association.

- Alumni contribute non-financially through guidance and sharing industry insights with current students.
- By giving books, the institution's alumni strengthen the library and enrich the amount of educational materials available to current students.
- Alumni are involved in the academic life of the institution
- The institution collaborates closely with the alumni network to enhance placement opportunities for students.
- Alumni feedback assists in enhancing the standard of curriculum.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

5.4.2 - Alumni contribution during the year (INR in Lakhs)

E. <1 Lakhs

| File Description | Documents |
|-----------------------------------|------------------|
| Upload any additional information | No File Uploaded |

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

VISION, MISSION, AND OBJECTIVES Late Dr.-Balasaheb-Vikhe-Patil (Padmabhushan-Awardee), the founder of the institution, recognized the pressing needs of the rural region where the institute is located. These needs include providing professional education in rural areas, addressing the challenges of drought-prone conditions, and empowering the low-income population. These considerations shaped the institute's Vision and Mission statements, ensuring a lasting positive impact on the region.

Vision: "To provide affordable and quality education to develop the potential of students to its fullest extent." This vision focuses on delivering quality education at accessible costs to uplift the low-income population in surrounding rural areas.

Mission: "To produce bright young-managers and technocrats-to transform enterprises into stars." The mission fosters leadership and professional growth by involving students in various committees, thereby enhancing their managerial and administrative skills.

NATURE OF GOVERNANCE The institute operates under a Governing Body comprising experts from education, administration, social work, and industry. Regular meetings ensure effective decision-making, with decisions approved by the Board of Trustees and implemented through the College Development Committee-(CDC).

Decentralization A decentralized governance approach empowers stakeholders. Committees like the-CDC, Anti-Ragging Committee,-Students' Council, and-Women's Grievance Committee play key roles. Additionally, program-specific Heads-of Departments -(HODs) oversee implementation, ensuring efficiency and inclusivity.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization

and participative management.

The Institute's top management practices participative management and a decentralized administrative setup, empowering various committees for smooth functioning. Recognizing the need for defined rules and policies, the management has established comprehensive policy documents and service rules applicable to all trust units.

The Governing Body serves as the apex administrative authority, communicating decisions to the Board of Trustees (BoT) for approval. The organizational hierarchy is headed by the President, supported by a Chief Executive Officer (CEO), and a Secretary & Director. At PIRENS IBMA, the Director oversees operations with HOD-MBA, HOD-MCA, and an Office Superintendent (OS) managing teaching and non-teaching staff, respectively.

Documented rules ensure effective administration, covering policies, appointments, and procedures. Teaching staff appointments follow AICTE and university norms, while non-teaching staff appointments comply with state government guidelines. Transparency is a key principle, with stakeholder representation in committees like the Alumni Association, College Development Committee (CDC), and Student Council. Stakeholder opinions are sought through meetings and informal discussions.

Roles and responsibilities are clearly defined, fostering efficiency and encouraging accountability. Alongside delegation of authority, the institute promotes an inclusive work culture, emphasizing teamwork and collaboration for effective functioning.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The top management of the Institute strongly advocates a participative management style, promoting decentralization for efficient operations. To achieve this, various committees have been empowered to handle the administrative setup effectively. Recognizing the importance of well-defined rules, regulations, and

policies for any organization, the management has developed a comprehensive policy document and service rules applicable to all units under the PIRENS trust. The Governing Body serves as the apex authority overseeing the Institute's operations and communicates its decisions to the Board of Trustees for approval. The administrative roles and responsibilities are clearly outlined within this framework.

Aligned with its perspective plan, the Institute has implemented strategic initiatives, including increasing the intake capacity of the Master of Computer Application program from 90 to 120 seats starting from the academic year 2024-25. Additionally, the establishment of the Internal Quality Assurance Cell (IQAC) and the decision to undergo NAAC accreditation demonstrate the Institute's commitment to quality enhancement. The successful execution of these initiatives has resulted in the Institute achieving NAAC accreditation with a B++ grade and a commendable 3.0 CGPA. These efforts reflect the Institute's dedication to fostering excellence and continuous improvement in all its endeavors.

| File Description | Documents |
|--|---------------------------|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

The Institute operates within a well-defined organizational structure, functional at various hierarchical levels. At the topmost level is the President, appointed from the Board of Trustees (BoT), which consists of members with diverse expertise. The Chief Executive Officer (CEO) reports to the BoT, followed by the Secretary & Director, who reports to the CEO. PIRENS IBMA is led by the Director, supported by HODs for MBA and MCA programs, and the Office Superintendent (OS). Teaching faculty report to their respective HODs, while non-teaching staff work under the OS. To ensure smooth administration, the Institute has documented rules and regulations governing policy implementation, administrative procedures, appointments, and service rules. Teaching staff are appointed as per AICTE and University norms,

while non-teaching staff appointments follow State Government guidelines for eligibility. The Institute emphasizes transparency and includes stakeholders in various committees. Alumni participate in the Alumni Association and CDC, students contribute through the Students Council, and entrepreneurs serve on other committees to guide and organize activities. Top management actively seeks input from stakeholders through meetings and informal discussions. With a clear distribution of roles and responsibilities, employees perform their duties efficiently without feeling overburdened.

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Link to Organogram of the Institution webpage | https://pirens.in/assets/docs/organisation-chart.pdf |
| Upload any additional information | View File |

| | |
|---|---------------------|
| 6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination | A. All of the above |
|---|---------------------|

| File Description | Documents |
|---|---------------------------|
| ERP (Enterprise Resource Planning) Document | View File |
| Screen shots of user interfaces | View File |
| Any additional information | View File |
| Details of implementation of e-governance in areas of operation, Administration etc (Data Template) | View File |

6.3 - Faculty Empowerment Strategies

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

The Institute offers various welfare measures for teaching and non teaching staff to ensure the well-being and development of its teaching and non-teaching staff:

1. Group accidental insurance policies with coverage of up to 10 lakh rupees are provided to all employees.
2. Staffs are entitled to benefits such as sick leave and maternity leave as part of the welfare framework.
3. Employees are covered under the Provident Fund and Pension Scheme to support their post-retirement life.
4. Compassionate appointments are prioritized in cases of unforeseen circumstances affecting an employee's family.
5. The Institute provides staff quarters and transportation facilities within a 30 km radius for convenience.
6. Financial support is extended for employees to attend self-development programs, fostering their career growth.
7. Eligible teaching and non-teaching staff are granted summer and winter vacation leave.
8. Employees are encouraged to upgrade their education, professional skills, or qualifications to enhance their expertise.

The management recognizes and appreciates the achievements of its employees, motivating them toward continuous improvement. These welfare initiatives reflect the Institute's commitment to creating a supportive, growth-oriented environment that values its staff and fosters their professional and personal development.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

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

4

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | View File |

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

3

| File Description | Documents |
|--|---------------------------|
| Reports of the Human Resource Development Centres (UGCASC or other relevant centres). | No File Uploaded |
| Reports of Academic Staff College or similar centers | No File Uploaded |
| Upload any additional information | View File |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | View File |

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

04

| File Description | Documents |
|---|---------------------------|
| IQAC report summary | No File Uploaded |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers) | No File Uploaded |
| Upload any additional information | View File |
| Details of teachers attending professional development programmes during the year (Data Template) | View File |

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

PIRENS IBMA has a well-defined Performance Appraisal System to support the professional growth of teaching and non-teaching staff. The process includes the following stages:

1. **Staff Self-Appraisal:** Employees fill out self-appraisal forms detailing their key responsibilities, achievements, teaching outcomes, research contributions, publications, and participation in workshops, seminars, and development programs. These forms are submitted to the HODs, who review and discuss the entries with employees.
2. **HOD Appraisal:** HODs evaluate employees on a 1 to 5 scale across various parameters and provide feedback on strengths, performance, and support requirements.
3. **Director's Review:** The Director reviews HOD evaluations and adds remarks and responses to employee submissions.

Student feedback is also considered in the appraisal process. Final appraisals, reviewed by the Secretary and Director, lead to decisions on increments, promotions, or advisory actions.

Staff welfare includes group accidental insurance (?10 lakh coverage), sick and maternity leave, provident fund, pension schemes, compassionate appointments, staff quarters, and transportation within 30 km.

The institute also invests in career development by providing financial support for self-improvement programs, ensuring employees remain satisfied and motivated through a fair and supportive appraisal process.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

PIRENS Institute of Business Management and Administration ensures effective functioning through internal and external audits. The institute prioritizes internal financial audits to enhance proper utilization of funds from government and non-government sources and ensuring accountability of the concern stakeholder. The Internal audit is done through an expert team comprising expert from the accounting, auditing and diverse field.

The institute also conducts external audits through appointed auditors to validate income sources, assess investments, and evaluate outcomes. This ensures transparency and fairness while guiding resources toward continuous development of students, teachers, and staff.

Through these dual audits, PIRENS IBMA effectively channels funds from government and non-government organizations, maintaining accountability and supporting its mission of holistic development for all stakeholders.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

0

| File Description | Documents |
|---|---------------------------|
| Annual statements of accounts | No File Uploaded |
| Any additional information | View File |
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) | View File |

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

The Institute follows a structured and systematic process for the mobilization of funds and resources, involving the Heads of Departments (HoDs), various committees, and the Accounts Office.

Sources of funds include:

1. **Fees:** Student fees are charged as per the Fee Regulating Authority (FRA) of the Government of Maharashtra.
2. **Government/Non-Government/Other Grants:** Scholarships and grants are received from the Government, AICTE, the Ministry of Human Resource Development (MHRD), and Savitribai Phule Pune University (SPPU), among others.
3. **Examination Expenses:** The Institute receives funds from the University for conducting examinations.
4. **Student Development Grants:** Small grants are received from the University for student development programs.

Each department submits its budget requirements before the start of the financial year. Based on these inputs, the HoDs and Committee Coordinators prepare budget reports, which are then forwarded to the Accounts Section. The Director presents the consolidated budget proposal to the College Development Committee and the Governing Body for approval.

The approved budget allocates funds for both planned and unplanned activities, infrastructural requirements, academic and administrative needs, student-related expenses, salaries, and routine administrative costs. This well-planned approach ensures efficient utilization of resources to meet current and future institutional goals.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

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

Quality Assurance Strategies

PIRENS Institute of Business Management and Administration has established an Internal Quality Assurance Cell (IQAC) to enhance and maintain educational quality. IQAC meetings are held biannually, with agendas based on stakeholder feedback. Feedback helps identify areas for improvement, which are rigorously discussed during meetings to devise actionable solutions. Decisions taken during these meetings are implemented, monitored, and refined through subsequent feedback cycles. The IQAC also defines and ensures the deployment of systems, processes, and codes for smooth institutional functioning.

Collaborative Quality Initiatives The IQAC adopts a collaborative approach, forming alliances through Memoranda of Understanding (MoUs) with institutions and organizations across diverse fields. These partnerships aim to provide quality training, placements, and knowledge-sharing opportunities for students while benefiting collaborators with skilled human resources, faculty exchanges, and expertise. These alliances help achieve quality goals that extend beyond the institution.

Review of Teaching-Learning Processes The IQAC regularly reviews teaching methodologies, operational structures, and learning outcomes. Members ensure the development and implementation of key academic documents such as the Academic Calendar, teaching plans, and timetables, driving consistent quality enhancement in academics.

Overall, the IQAC ensures a dynamic, feedback-driven, and collaborative approach to sustaining and improving quality in all institutional activities.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

The IQAC (Internal Quality Assurance Cell) is dedicated to maintaining and enhancing the quality of teaching and learning at the Institute. Its members ensure the design and implementation of academic documents such as the Academic Calendar, Teaching Plans, and Timetables to foster academic excellence. The teaching-learning processes are regularly reviewed through activities like syllabus completion tracking, classroom teaching monitoring, adherence to the academic calendar, and result analysis.

IQAC gathers regular feedback from students on teaching methods, curriculum, and overall institutional performance and conducts Student Satisfaction Surveys. Teacher feedback is collected on academic and institutional parameters. The feedback is thoroughly analyzed, and corrective actions are implemented, leading to increased use of digital resources in teaching. Faculty members use ICT tools such as projectors, smart boards, Google Classroom..Curriculum delivery is enriched through expert sessions, seminars, and industrial visits. The Institute offers audit courses and electives on emerging technologies to expose students to the latest advancements. A dedicated NEP (National Education Policy) implementation committee has conducted awareness sessions for teachers and initiated programs such as Academic Bank of Credit, skill development, and enhanced industry interaction. Industry experts are invited to join committees, deliver expert talks, and participate in seminars, conferences, and project exhibitions.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

6.5.3 - Quality assurance initiatives of the

C. Any 2 of the above

institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

| File Description | Documents |
|--|---------------------------|
| Paste web link of Annual reports of Institution | Nil |
| Upload e-copies of the accreditations and certifications | View File |
| Upload any additional information | View File |
| Upload details of Quality assurance initiatives of the institution (Data Template) | View File |

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

The institute prioritizes safety and security with a comprehensive CCTV surveillance system throughout the campus. To address the welfare of female students, a Women Grievance Redressal Committee has been established, alongside the Discipline & Anti-Ragging Squad. Information related to Anti-Ragging is prominently displayed at key locations. The institute also maintains an effective Mentoring system, where each faculty member is assigned 30-35 students, acting as mentors to support their emotional, social, and academic development. Separate common rooms with basic facilities are available for both boys and girls. Women are inclusively represented in all important committees, and regular counseling sessions for female students are conducted by female faculty members. In addition, the institute celebrates International Women's Day every year on March 8th. The Nirbhay Kanya Abhiyan are regularly conducted to promote student well-being.

| File Description | Documents |
|--|-----------|
| Annual gender sensitization action plan | Nil |
| Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | Nil |

| | |
|--|---------------------------------|
| 7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment | A. 4 or All of the above |
|--|---------------------------------|

| File Description | Documents |
|--------------------------------|---------------------------|
| Geo tagged Photographs | View File |
| Any other relevant information | View File |

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

At PIRENS IBMA, we are committed to effective waste management through a comprehensive system for both degradable and non-degradable waste. Our solid waste management strategy includes:

We will place clearly labelled recycling bins across the campus to ensure the proper separation of materials for recycling. Dedicated composting facilities will be established in dining areas and residential halls to handle organic waste, promoting sustainability on campus. To minimize waste, we will encourage paperless communication, double-sided printing, and digital documentation. Hazardous and e-waste will be managed according to regulations to ensure safe disposal.

For liquid waste management, we will implement water-efficient fixtures like low-flow faucets and dual-flush toilets, alongside promoting water conservation through awareness campaigns.

Our e-waste management efforts will include energy-efficient

lighting systems and the exploration of renewable energy sources, such as solar panels, to reduce campus energy consumption.

Through these initiatives, PIRENS IBMA aims to create a sustainable, eco-friendly campus environment that fosters responsibility and reduces the environmental impact of waste.

| File Description | Documents |
|---|---------------------------|
| Relevant documents like agreements/MoUs with Government and other approved agencies | View File |
| Geo tagged photographs of the facilities | Nil |
| Any other relevant information | View File |

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

| File Description | Documents |
|---|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Any other relevant information | View File |

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

- 1. Restricted entry of automobiles**
- 2. Use of Bicycles/ Battery powered vehicles**
- 3. Pedestrian Friendly pathways**
- 4. Ban on use of Plastic**
- 5. landscaping with trees and plants**

A. Any 4 or All of the above

| File Description | Documents |
|--|---------------------------|
| Geo tagged photos / videos of the facilities | View File |
| Any other relevant documents | View File |

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities

A. Any 4 or all of the above

| File Description | Documents |
|---|---------------------------|
| Reports on environment and energy audits submitted by the auditing agency | No File Uploaded |
| Certification by the auditing agency | No File Uploaded |
| Certificates of the awards received | No File Uploaded |
| Any other relevant information | View File |

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

A. Any 4 or all of the above

| File Description | Documents |
|--|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Policy documents and information brochures on the support to be provided | No File Uploaded |
| Details of the Software procured for providing the assistance | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

At PIRENS IBMA, we are dedicated to promoting diversity, tolerance, and harmony among students. To achieve this, we organize several annual initiatives that celebrate cultural, regional, linguistic, communal, and socio-economic diversity. A vibrant platform for students to engage in cultural and sporting activities. Udaan fosters teamwork, cultural exchange, and social interaction, encouraging respect for diverse backgrounds. A spiritual event where students participate in reciting the Ram Raksha Stotra, nurturing community spirit while respecting religious and cultural practices. The birth anniversary of Chhatrapati Shivaji Maharaj is commemorated with cultural programs and discussions, emphasizing regional history, leadership, and values of courage, unity, and respect. A celebration of the Marathi language through speeches, poetry recitations, and cultural performances, highlighting the importance of regional language and heritage. These events provide students with opportunities to engage with and appreciate the rich diversity around them, fostering a culture of inclusivity, tolerance, and mutual respect at PIRENS IBMA.

| File Description | Documents |
|--|---------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View File |
| Any other relevant information | No File Uploaded |

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

At PIRENS IBMA, we are dedicated to raising awareness about the constitutional obligations, values, rights, duties, and responsibilities of citizens among both students and employees. This commitment is reflected in our annual initiatives aimed at fostering a deeper understanding of the Indian Constitution.

We begin with the Constitution Day celebration on November 26th, where we organize lectures, discussions, and workshops to emphasize the core principles of the Constitution. These sessions focus on fundamental rights, duties, and the importance of adhering to constitutional values in daily life.

On Republic Day (January 26th), we observe the significance of the Indian Constitution through a flag hoisting ceremony, cultural programs, and informative discussions. This event is designed to instil a sense of national pride and civic responsibility, encouraging participants to embrace their duties as citizens.

Additionally, Shaheed Divas (Martyrs' Day) on March 23rd is an occasion to honor the sacrifices made by freedom fighters. Through remembrance ceremonies, storytelling, and educational talks, we emphasize the values of patriotism, sacrifice, and respect for the nation's constitutional framework.

Through these events, PIRENS IBMA engages both students and employees in reflecting on their constitutional rights and responsibilities, instilling a sense of civic duty and commitment to the nation.

| File Description | Documents |
|--|---------------------------|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | View File |
| Any other relevant information | No File Uploaded |

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators

A. All of the above

and other staff 4. Annual awareness programmes on Code of Conduct are organized

| File Description | Documents |
|--|---------------------------|
| Code of ethics policy document | View File |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims | View File |
| Any other relevant information | No File Uploaded |

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

At PIRENS IBMA, we celebrate a variety of national and international commemorative days, events, and festivals to promote cultural awareness, community involvement, and intellectual growth.

On special days like Shahid Divas, we honor the sacrifices of martyrs who fought for the country's freedom. We promote patriotism through flag hoisting, speeches, and cultural activities. Marathi Bhasha Gaurav Din is focused on celebrating the Marathi language, with activities such as poetry recitations, storytelling, and workshops on Marathi literature. Vachan Prerna Din encourages a love for reading by organizing book fairs, author talks, and reading competitions, inspiring students to develop lifelong reading habits. On International Women's Day, we celebrate women's achievements and promote gender equality with panel discussions, workshops, and performances. We also observe Constitution Day to honor the adoption of the Indian Constitution, emphasizing the importance of civic duties, democracy, and the rule of law.

Event is thoughtfully planned and executed to ensure active participation from both students and faculty. These celebrations serve not only as reminders of important days but also as opportunities to learn values such as patriotism, cultural pride, intellectual growth, gender equality, and civic responsibility.

| File Description | Documents |
|---|---------------------------|
| Annual report of the celebrations and commemorative events for the last (During the year) | View File |
| Geo tagged photographs of some of the events | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.2 - Best Practices

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

Best Practice 1 : Avhaan

Avhaan, a flagship event by PIRENS IBMA, addresses the need to engage undergraduate students through skill-based competitions. This initiative requires rigorous campaigning by the institute's students, fostering practical problem-solving and external engagement skills. Avhaan comprises diverse competitions like debates, face painting, mad advertisements, and business quizzes, promoting holistic development. Students actively participate, learn beyond classrooms, and showcase their skills, adhering to Indian educational principles. Avhaan-bridges the skill gap, aligning education with real-world demands. It is a model for fostering employability through participative learning.

Best Practice 2: Financial Literacy to the women of Self Help Group

As IBMA runs under the mother organization PIRENS with an objective to uplift the agriculturist in particularly and rural masses in general. To attain the motto of the mother organization the students and faculty of PIRENS IBMA is providing the financial literacy to the women of women self-help group to increase the awareness about various financial services and financial products. As a result of this initiative a significant awareness about the financial products and services is found amongst the member of women self-help group

| File Description | Documents |
|--|---------------------------|
| Best practices in the Institutional web site | No File Uploaded |
| Any other relevant information | View File |

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

At PIRENS Institute of Business Management and Administration (IBMA), we are committed to advancing rural development through quality education and impactful community initiatives. As the only Management Institute in Ahmednagar district, we have proudly facilitated 34 doctoral research completions in Management, Economics, and Social Sciences, with three international candidates. Our institution is a pioneer in providing management education in rural areas, and many of the region's reputed institutions are led by our alumni.

In our efforts to empower rural communities, PIRENS IBMA has launched several initiatives, including Digital Literacy Training for women in Self-Help Groups (SHGs) associated with the Janseva Foundation in Loni. This program equips women with basic computing skills, enhances their understanding of digital tools, and fosters self-reliance in using technology. The outcomes include improved digital literacy, increased confidence, and better access to opportunities.

Additionally, we offer Financial Literacy Training to SHG members, addressing their lack of knowledge in financial products and services. This initiative enhances their understanding of financial concepts, promotes financial discipline, and improves decision-making. As a result, participants gain better access to financial services, fostering financial resilience and empowerment.

Through these programs, PIRENS IBMA continues to contribute to the growth and development of rural communities, ensuring greater financial independence and digital inclusion.

| File Description | Documents |
|--|---------------------------|
| Appropriate web in the Institutional website | No File Uploaded |
| Any other relevant information | View File |

7.3.2 - Plan of action for the next academic year

At PIRENS IBMA is dedicated to empowering rural communities and enhancing student education. Looking ahead to the next academic year, the Institute plan to expand and strengthen initiatives that support both rural development and student growth. To bridge the gap between theory and practice, PIRENS IBMA will increase internship opportunities and hands-on learning projects, collaborating with local businesses to provide students with real-world experience. Through these initiatives, PIRENS IBMA aims to foster inclusive growth, sustainability, and educational excellence, equipping our students with the skills to succeed while positively impacting the communities.