



# **SELF STUDY REPORT**

**FOR**

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

## **INSTITUTE OF BUSINESS MANAGEMENT AND RESEARCH, CHAKAN**

NAVSAHYADRI CHARITABLE TRUSTS INSTITUTE OF BUSINESS  
MANAGEMENT AND RESEARCH, 94/1B, NEAR CHAKRESHWAR TEMPLE,  
CHAKRESHWAR NAGAR, AT POST-CHAKAN TAL-KHED, DIST -PUNE  
PINCODE-410501

410501

<http://www.ibmrchakan.com>

**SSR SUBMITTED DATE: 18-12-2024**

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**December 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

We are pleased to present the Self-Study Report (SSR) of the NSCT's Institute of Business Management and Research, Chakan (IBMR, Chakan), for accreditation by the National Assessment and Accreditation Council (NAAC). This report encapsulates our institution's unwavering commitment to academic excellence, innovation, and holistic development.

Since its inception in 2008, the NSCT's Institute of Business Management and Research, Chakan has been dedicated to providing top-tier management education. Our mission is to cultivate future leaders who are not only skilled in their fields but also embody ethical values, social responsibility, and a global perspective. Over the years, IBMR, Chakan has evolved into a dynamic academic community that fosters critical thinking, creativity, and lifelong learning.

The SSR reflects our continuous efforts to uphold the highest standards of education. It highlights our initiatives in curriculum design, teaching methodologies, research, and community engagement. Our curriculum is designed to be both dynamic and industry-relevant, ensuring that our students are well-equipped to navigate the complexities of the modern business landscape. We emphasize experiential learning, participative learning, and problem-solving approaches to enhance the educational experience and develop practical skills.

At IBMR, Chakan, we prioritize creating an inclusive and supportive environment for all members of our community. We celebrate diversity and promote a culture of tolerance and harmony. Our community outreach programs, environmental initiatives, and social awareness campaigns demonstrate our commitment to societal well-being and sustainable development.

The preparation of this SSR has been a collaborative effort, involving contributions from faculty, staff, students, alumni, and industry partners. We have meticulously documented our achievements, strengths, and areas for improvement, guided by the principles of transparency, accountability, and continuous enhancement.

We are confident that this SSR provides a comprehensive overview of our institution's journey towards excellence. We look forward to the NAAC's assessment and accreditation process, which we believe will further motivate us to achieve even greater heights in our pursuit of academic and institutional excellence.

### **Vision**

The NSCT's Institute of Business Management and Research, Chakan (IBMR, Chakan), envisions itself as a premier institution dedicated to nurturing future leaders who are equipped with the knowledge, skills, and values necessary to excel in the dynamic world of management. Our vision is to create an academic environment that fosters innovation, critical thinking, and ethical leadership, thereby contributing to the development of a just and sustainable society.

### **Our Vision**

"Taking the technical and management education to the downtrodden and rural masses and create the opportunities through their overall development."

## Core Values

- To work and collaborate in a manner that infuses trust and Synergy
- To work openly and collaboratively with like-minded organizations within India and internationally.
- To respect all stakeholders, but act independently and with Commitment.
- To hold to high standards of integrity, excellence, and Creativity in all of our work.
- To always do what is right and with transparency.
- To value diversity in people, ideas, and contributions, fostering an inclusive environment
- To recognize the importance of values, but also of rigorous analytical work and

## At IBMR, Chakan, We Practice

**Excellence:** We strive for the highest standards in teaching, research, and service, continually seeking to improve and innovate.

**Integrity:** We uphold the principles of honesty, transparency, and ethical behavior in all our endeavors.

**Inclusivity:** We celebrate diversity and promote an inclusive environment where everyone is respected and valued.

**Sustainability:** We are committed to sustainable practices that protect our environment and ensure the wellbeing of future generations.

**Social Responsibility:** We encourage our students and staff to engage with and contribute to the community, fostering a sense of social responsibility and civic duty.

## Strategic Objectives

**Academic Excellence:** To provide a rigorous and relevant curriculum that integrates theoretical knowledge with practical skills, preparing students for successful careers in management.

**Research and Innovation:** To promote a culture of research and innovation, encouraging faculty and students to engage in cutting-edge research that addresses real-world challenges.

**Industry Collaboration:** To strengthen partnerships with industry, ensuring that our programs are aligned with the needs of the business world and providing students with valuable experiential learning opportunities.

**Global Perspective:** To cultivate a global mindset among our students, preparing them to navigate and succeed in an interconnected world.

**Holistic Development:** To support the holistic development of our students, fostering their intellectual, emotional, and ethical growth.

## Commitment to Continuous Improvement

At IBMR, Chakan, we are committed to continuous improvement in all aspects of our operations. We regularly review and update our curriculum, teaching methodologies, and support services to ensure that we are meeting the evolving needs of our students and the industry. Our faculty and staff are dedicated to professional development, staying abreast of the latest trends and best practices in management education.

## Mission

The NSCT's Institute of Business Management and Research, Chakan (IBMR, Chakan), is dedicated to fostering an environment of academic excellence, innovation, and ethical leadership. Our mission is to equip students with the knowledge, skills, and values necessary to excel in the dynamic field of management and to contribute positively to society. We

are committed to creating a transformative educational experience that prepares our students to become responsible and impactful leaders.

### **Our Mission**

Our mission is “To create and maintain an environment of high academic excellence for all the aspiring students, and create opportunities in global economy in the field of industry and entrepreneurship for the downtrodden and rural masses that will prepare them to face global challenges, maintaining high ethical and moral standards.”

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

### **Institutional Strength**

The NSCT's Institute of Business Management and Research, Chakan (IBMR, Chakan), boasts several strengths that contribute to its reputation as a leading institution for management education.

**Academic Excellence:** IBMR, Chakan offers a rigorous and industry-relevant curriculum that integrates theoretical knowledge with practical skills. Our faculty comprises experienced academicians and industry professionals who bring a wealth of knowledge and expertise to the classroom. This blend of academic rigor and practical insight ensures that our students are well-prepared for the challenges of the professional world.

**State-of-the-Art Infrastructure:** The institution is equipped with modern infrastructure, including wellfurnished classrooms, advanced laboratories, a comprehensive library, and robust IT facilities. These resources create an optimal learning environment that supports both academic and extracurricular activities. Our smart classrooms and extensive use of ICT tools enhance the teaching-learning process, making it more interactive and engaging.

**Industry Collaboration:** IBMR, Chakan has established strong partnerships with leading industries and corporations. These collaborations facilitate internships, placements, guest lectures, and joint research projects, ensuring that our students gain valuable industry exposure and practical experience. Our dedicated placement cell works tirelessly to secure internships and job placements for students, achieving impressive placement rates year after year.

**Holistic Development:** We emphasize the holistic development of our students through a range of extracurricular activities, including sports, cultural events, and community service. These activities foster teamwork, leadership, and social responsibility, ensuring that our students are well-rounded individuals.

**Research and Innovation:** IBMR, Chakan promotes a vibrant research culture, encouraging faculty and students to engage in cutting-edge research. Our research centers and innovation hubs provide the necessary support and resources for high-quality research. Faculty members regularly publish their findings in reputed journals and present at national and international conferences, contributing to the advancement of knowledge in the field of management.

These strengths collectively contribute to the institution's mission of fostering academic excellence, innovation, and holistic development, positioning IBMR, Chakan as a leader in management education.

## Institutional Weakness

While the NSCT's Institute of Business Management and Research, Chakan (IBMR, Chakan), has many strengths, we also recognize areas that require improvement to enhance our overall effectiveness and impact.

**Limited Global Exposure:** Although we have strong industry ties, there is a need to enhance our global collaborations and exchange programs. Providing students and faculty with more opportunities for international exposure and perspectives is essential for broadening their horizons and preparing them for a globalized business environment.

**Resource Constraints:** Despite having modern infrastructure, there are occasional constraints in terms of funding for advanced research projects and the latest technological upgrades. Securing additional funding and resources is necessary to support cutting-edge research and maintain state-of-the-art facilities.

**Alumni Engagement:** While we have a growing alumni network, there is potential to strengthen alumni engagement further. Leveraging the expertise and connections of our alumni can provide valuable mentorship, networking opportunities, and support for current students and institutional initiatives.

**Faculty Development:** Continuous professional development for faculty is essential to maintain high teaching standards and stay abreast of the latest industry trends. Increasing opportunities for faculty to attend international conferences, workshops, and training programs will enhance their skills and knowledge.

**Diversity in Student Body:** Efforts are needed to attract a more diverse student body from different regions and backgrounds. Promoting diversity enriches the learning environment, fosters inclusivity, and prepares students to work in diverse teams and settings.

Addressing these weaknesses through strategic initiatives and targeted interventions will help IBMR, Chakan build on its strengths and achieve its mission of providing high-quality management education.

## Institutional Opportunity

The NSCT's Institute of Business Management and Research, Chakan (IBMR, Chakan), is well-positioned to capitalize on several opportunities that can enhance its growth and impact in the field of management education.

**Expansion of Programs:** There is potential to introduce new and specialized programs in emerging fields such as data analytics, digital marketing, and sustainable management. These programs can cater to the evolving needs of the industry and attract a diverse student population.

**Strengthening Research:** By securing more research grants and collaborations with industry and academic institutions, IBMR, Chakan can further enhance its research output and impact. Encouraging interdisciplinary research and innovation can lead to groundbreaking discoveries and solutions to real-world problems.

**Global Partnerships:** Establishing partnerships with international universities can facilitate student and faculty exchange programs, joint research projects, and global internships. These collaborations provide valuable international exposure and opportunities for cross-cultural learning.

**Technology Integration:** Leveraging advancements in technology, such as artificial intelligence, machine learning, and big data analytics, can enhance the teaching-learning process and administrative efficiency. Integrating these technologies into the curriculum can also prepare students for the future job market.

**Community Engagement:** Expanding community outreach programs and social initiatives can strengthen IBMR, Chakan's role in societal development. Engaging students in community service projects and social entrepreneurship can foster a sense of social responsibility and civic duty.

**Industry Collaboration:** Deepening existing industry partnerships and forging new ones can provide additional opportunities for internships, placements, and collaborative research. Industry collaboration can also inform curriculum development, ensuring that academic programs remain relevant and aligned with industry needs.

By strategically leveraging these opportunities, IBMR, Chakan can enhance its academic offerings, research capabilities, and societal impact, further solidifying its position as a leading Institution for management education.

## **Institutional Challenge**

The NSCT's Institute of Business Management and Research, Chakan (IBMR, Chakan), faces several challenges that need to be addressed to sustain and enhance its growth and effectiveness.

**Competition:** The increasing number of management institutions poses a challenge in attracting top-tier students and faculty. IBMR, Chakan must continuously innovate and differentiate itself to stay competitive and maintain its reputation for excellence.

**Funding:** Securing adequate funding for infrastructure development, research projects, and scholarships remains a challenge. Diversifying funding sources, building strong industry partnerships, and exploring alternative revenue streams are essential to ensure financial sustainability.

**Regulatory Changes:** Adapting to frequent changes in educational policies and regulations requires agility and proactive planning. Ensuring compliance with regulatory requirements while maintaining academic standards is crucial for the institution's credibility and accreditation.

**Technological Advancements:** Keeping pace with rapid technological advancements and integrating them into the curriculum and infrastructure is a continuous challenge. Investing in the latest technologies and training faculty and staff to use them effectively is necessary to stay relevant.

**Student Expectations:** Meeting the evolving expectations of students in terms of quality education, employability, and holistic development requires constant innovation and improvement in academic

and support services. Ensuring that students receive a well-rounded education that prepares them for the future job market is essential.

**Retention of Faculty:** Attracting and retaining high-quality faculty members is a challenge in a competitive academic environment. Providing opportunities for professional development, competitive compensation, and a supportive work environment are key to retaining talented faculty.

Addressing these challenges through strategic planning, innovation, and continuous improvement will help IBMR, Chakan sustain its growth and achieve its mission of providing high-quality management education.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

The NSCT's Institute of Business Management and Research, Chakan (IBMR, Chakan), is dedicated to providing a comprehensive and dynamic curriculum that aligns with the evolving needs of the industry and society.

#### Curriculum Planning and Implementation

At IBMR, Chakan, curriculum planning is a collaborative and systematic process involving faculty, industry experts, and academic committees. The curriculum is regularly updated to incorporate the latest advancements in the field of management and to meet the guidelines set by Savitribai Phule Pune University. Our curriculum emphasizes a blend of theoretical knowledge and practical skills, preparing students to excel in their professional careers.

#### Academic Flexibility

IBMR, Chakan offers a range of elective courses and specializations, allowing students to tailor their education to their interests and career goals. This flexibility ensures that students can pursue diverse academic pathways and gain expertise in their chosen fields. Additionally, interdisciplinary courses and value-added programs are integrated into the curriculum to enhance the learning experience.

#### Curriculum Enrichment

To enrich the curriculum, IBMR, Chakan incorporates various experiential learning opportunities such as internships, industry projects, and field visits. These activities provide students with hands-on experience and exposure to real-world business scenarios. Guest lectures, workshops, and seminars by industry professionals further enhance the curriculum by bringing contemporary industry insights into the classroom.

#### Feedback System

IBMR, Chakan has a robust feedback system in place to ensure continuous improvement in curriculum delivery. Feedback is collected from students, alumni, employers, and other stakeholders through surveys, focus groups, and regular interactions. This feedback is analyzed and used to make informed decisions about curriculum updates and enhancements.

#### Outcome-Based Education

The institution follows an outcome-based education (OBE) approach, where Programme Outcomes (POs) and Course Outcomes (COs) are clearly defined and communicated to students. Regular assessments and



evaluations are conducted to measure the attainment of these outcomes, ensuring that the educational objectives are met.

### **Use of ICT in Curriculum Delivery**

IBMR, Chakan leverages Information and Communication Technology (ICT) to enhance the teaching and learning process. Smart classrooms, LMS, and online resources are used to provide an interactive and engaging learning experience. These tools facilitate blended learning and ensure that students have access to educational resources anytime, anywhere.

### **Teaching-learning and Evaluation**

The NSCT's Institute of Business Management and Research, Chakan (IBMR, Chakan), is committed to delivering high-quality education through innovative teaching-learning methodologies and a robust evaluation system.

### **Innovative Teaching Methods**

IBMR, Chakan employs a variety of student-centric teaching methods to enhance the learning experience:

**Experiential Learning:** We integrate practical experiences into the curriculum through internships, field projects, and industry visits. These activities allow students to apply theoretical knowledge in real-world settings, fostering critical thinking and problem-solving skills.

**Participative Learning:** Group discussions, case studies, and collaborative projects are integral to our teaching approach. These methods encourage active participation, teamwork, and the exchange of diverse perspectives, enriching the learning process.

**Problem-Solving Methodologies:** Our curriculum emphasizes problem-based learning, where students tackle complex, real-world problems. This approach develops their analytical abilities and prepares them to address challenges in their professional lives.

### **Use of ICT in Teaching**

IBMR, Chakan leverages Information and Communication Technology (ICT) to enhance the effectiveness of the teaching-learning process:

**Smart Classrooms:** Equipped with interactive whiteboards, digital projectors, and audio-visual systems, our smart classrooms facilitate dynamic and interactive learning sessions.

**Learning Management System (LMS):** The LMS provides a centralized platform for accessing course materials, submitting assignments, and participating in discussions. It supports blended learning and ensures that students have access to educational resources anytime, anywhere.

**Online Resources:** We subscribe to various online databases and e-resources, providing students with access to a wealth of academic journals, research papers, and e-books.

IBMR, Chakan has a well-structured continuous internal assessment system to monitor and evaluate student

performance:

**Regular Assessments:** Students are assessed through quizzes, class tests, assignments, presentations, and practical exams. These assessments are conducted at regular intervals throughout the semester.

**Transparent Evaluation:** The criteria for evaluation are clearly communicated to students at the beginning of the semester.

**Feedback Mechanism:** Faculty members provide detailed feedback on assessments, highlighting areas of strength and areas for improvement. This feedback helps students to understand their progress and take corrective actions if needed.

### **Grievance Redressal**

IBMR, Chakan has an efficient grievance redressal system to address any concerns related to assessments. The system ensures that all complaints are handled promptly and fairly, maintaining the integrity of the evaluation process.

### **Research, Innovations and Extension**

The NSCT's Institute of Business Management and Research, Chakan (IBMR, Chakan), is committed to fostering a vibrant research culture, promoting innovation, and engaging in meaningful extension activities. These efforts are integral to our mission of advancing knowledge, driving societal impact, and enhancing the educational experience for our students.

#### **Promotion of Research**

IBMR, Chakan places a strong emphasis on research as a cornerstone of academic excellence. Our faculty and students are actively involved in cutting-edge research projects that address contemporary challenges in management and related fields. Key initiatives include:

**Research Funding and Grants:** IBMR, Chakan encourages faculty and students to pursue research by providing internal funding and facilitating access to external grants.

**Publications and Conferences:** Our faculty and students regularly publish their research findings in reputed national and international journals. Additionally, IBMR, Chakan organizes and participates in conferences, workshops, and seminars, fostering knowledge exchange and collaboration.

#### **Innovation Ecosystem**

IBMR, Chakan is dedicated to nurturing an innovation ecosystem that encourages creativity and entrepreneurial thinking. Key components of our innovation initiatives include:

**Innovation and Entrepreneurship Cell:** This cell supports aspiring entrepreneurs by providing mentorship, resources, and networking opportunities. It organizes hackathons, startup competitions, and innovation challenges to stimulate creative problem-solving.

**Collaborations with Industry:** We have established strong partnerships with industry leaders to promote innovation. These collaborations facilitate joint research projects, internships, and consultancy opportunities, bridging the gap between academia and industry.

### **Extension Activities**

IBMR, Chakan is deeply committed to community engagement and social responsibility. Our extension activities aim to address societal needs and contribute to the well-being of the community. Key initiatives include:

**Community Outreach Programs:** We conduct various outreach programs, such as health camps, educational workshops, and environmental conservation projects.

**Social Awareness Campaigns:** IBMR, Chakan organizes campaigns on critical social issues, including gender equality, health awareness, and environmental sustainability.

### **Impact and Outcomes**

The concerted efforts in research, innovation, and extension have yielded significant outcomes:

**Enhanced Research Output:** The number of research publications and conference presentations has increased, reflecting the institution's strong research culture.

**Community Impact:** Our extension activities have positively impacted the local community, improving health, education, and environmental conditions.

### **Infrastructure and Learning Resources**

The NSCT's Institute of Business Management and Research, Chakan (IBMR, Chakan), is committed to providing state-of-the-art infrastructure and learning resources to support its academic and extracurricular activities.

#### **Classrooms and Laboratories**

IBMR, Chakan boasts well-equipped classrooms and laboratories that cater to the diverse needs of our students and faculty. Our classrooms are spacious, well-ventilated, and equipped with modern teaching aids such as projectors, interactive whiteboards, and audio-visual systems. These facilities create an engaging and interactive learning environment. Our laboratories are equipped with the latest technology and equipment, providing students with hands-on experience and practical skills essential for their academic and professional growth.

#### **Computing and ICT Facilities**

IBMR, Chakan has a robust IT infrastructure that includes high-speed internet connectivity, computer labs, and access to advanced software tools. Our computer labs are equipped with the latest hardware and software, ensuring that students and faculty have the resources they need for research, data analysis, and other academic activities.

#### **Library Resources**

Our library is a central hub of academic activity, offering a vast collection of books, journals, e-resources, and digital databases. Students and faculty have access to a wide range of e-books, e-journals, and research databases, supporting their academic and research endeavors.

#### **Sports and Recreational Facilities**

IBMR, Chakan recognizes the importance of physical fitness and recreational activities in the overall

development of students. Our campus includes facilities for various sports and games, including a gymnasium, yoga center, and courts for basketball, volleyball, and badminton. We also have a well-maintained sports field for outdoor activities such as cricket and football. These facilities encourage students to engage in physical activities, promoting a healthy and balanced lifestyle.

### **Cultural and Extracurricular Activities**

IBMR, Chakan provides ample opportunities for students to participate in cultural and extracurricular activities. Our auditorium is equipped with modern sound and lighting systems, hosting various events such as seminars, workshops, cultural festivals, and guest lectures.

### **Continuous Improvement**

IBMR, Chakan is committed to continuously upgrading its infrastructure and learning resources to meet the evolving needs of students and faculty. Regular feedback from stakeholders is used to identify areas for improvement and to implement necessary enhancements.

### **Student Support and Progression**

The NSCT's Institute of Business Management and Research, Chakan (IBMR, Chakan), is dedicated to providing comprehensive support to its students, ensuring their academic success and holistic development.

#### **Student Support Services**

**Scholarships and Financial Aid:** IBMR, Chakan offers a range of scholarships and financial aid programs to support students from economically disadvantaged backgrounds. These initiatives ensure that financial constraints do not hinder access to quality education. Scholarships are awarded based on merit, need, and specific criteria set by the institution and external agencies.

**Counseling and Mentorship:** The institution provides robust counseling and mentorship services to support students' academic, personal, and career development. Professional counselors and faculty mentors are available to guide students through academic challenges, personal issues, and career planning.

**Career Guidance and Placement:** IBMR, Chakan has a dedicated placement cell that offers career guidance, resume building workshops, mock interviews, and placement drives. The placement cell works closely with industry partners to secure internships and job placements for students, ensuring a high rate of employability.

**Skill Development Programs:** To enhance students' employability and professional skills, IBMR, Chakan conducts various skill development programs, including workshops on communication skills, leadership, and technical competencies. These programs are designed to equip students with the skills needed to succeed in the competitive job market.

### **Student Progression**

**Academic Progress Monitoring:** IBMR, Chakan has a systematic process for monitoring students' academic progress. Regular assessments, feedback sessions, and academic counseling help identify students who may need additional support, ensuring timely interventions.

**Higher Education Support:** The institution encourages and supports students aspiring to pursue higher education. Guidance on entrance exams, application processes, and scholarship opportunities is provided to help students achieve their academic goals.

**Alumni Engagement:** IBMR, Chakan maintains strong connections with its alumni, who actively contribute to the institution's development. Alumni provide mentorship, career guidance, and networking opportunities for current students, fostering a supportive community.

### **Student Participation and Activities**

**Extracurricular Activities:** IBMR, Chakan offers a wide range of extracurricular activities, including sports, cultural events, and student clubs. These activities promote holistic development, teamwork, and leadership skills.

**Student Councils and Committees:** The institution encourages student participation in governance through various councils and committees.

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

The NSCT's Institute of Business Management and Research, Chakan (IBMR, Chakan), is committed to fostering a robust governance framework, effective leadership, and efficient management practices.

### **Institutional Vision and Leadership**

Our governance and leadership are deeply aligned with the institution's vision and mission. The leadership team, comprising experienced academicians and industry experts, ensures that strategic decisions and actions are in line with our goals. The institution's vision and mission are communicated clearly to all stakeholders, fostering a shared sense of purpose and direction.

### **Decentralization and Participative Management**

IBMR, Chakan believes in a decentralized governance model that encourages participation from all stakeholders. This model fosters a collaborative environment where faculty, staff, and students actively contribute to decision making processes. Various committees and councils, such as the Academic Council and the Internal Quality Assurance Cell (IQAC), ensure that diverse perspectives are considered in institutional governance. This participatory approach enhances transparency, accountability, and inclusivity.

### **Strategic Planning and Deployment**

The institution has a well-defined strategic plan that outlines short-term and long-term goals. This plan is regularly reviewed and updated to adapt to changing educational landscapes and market demands. Key strategic initiatives include curriculum enhancement, infrastructure development, research promotion, and industry collaboration.

### **Faculty Empowerment and Development**

IBMR, Chakan places a strong emphasis on faculty empowerment and professional development. Regular training programs, workshops, and seminars are conducted to enhance the teaching and research capabilities of our faculty. The institution also provides opportunities for faculty to engage in research projects,

attend conferences, and collaborate with industry partners. These initiatives ensure that our faculty remain at the forefront of academic and industry advancements.

### **Financial Management and Resource Mobilization**

IBMR, Chakan has established robust financial management practices to ensure the optimal utilization of resources. The institution conducts regular internal and external financial audits to maintain transparency and accountability.

### **Internal Quality Assurance System**

The Internal Quality Assurance Cell (IQAC) plays a pivotal role in maintaining and enhancing the quality of education at IBMR, Chakan. The IQAC regularly reviews academic and administrative processes, implements quality assurance strategies, and monitors the attainment of institutional goals. This continuous improvement cycle ensures that IBMR, Chakan remains committed to excellence in all its endeavors.

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

The NSCT's Institute of Business Management and Research, Chakan (IBMR, Chakan) is dedicated to fostering an environment that upholds strong institutional values and implements best practices to promote holistic development, inclusivity, and sustainability. Our commitment to these principles is reflected in various initiatives and policies that align with our mission and vision.

### **Promotion of Gender Equity**

IBMR, Chakan is committed to promoting gender equity through various initiatives. We have established a Gender Sensitization Cell that conducts workshops, seminars, and awareness programs to educate students and staff about gender issues. The institution also provides facilities such as separate common rooms and restrooms for male and female students, ensuring a safe and inclusive environment.

### **Environmental Sustainability**

IBMR, Chakan places a strong emphasis on environmental sustainability. We have implemented several green campus initiatives, including the installation of solar panels, rainwater harvesting systems, and energy-efficient lighting. Our campus is adorned with lush greenery, and we regularly organize tree plantation drives and cleanliness

campaigns. Additionally, we conduct environmental awareness programs to educate the community about sustainable practices.

### **Inclusive Environment**

Creating an inclusive environment is a core value at IBMR, Chakan. We celebrate cultural, regional, and linguistic diversity through various events and festivals. The institution also provides support for differently-abled students by ensuring barrier-free access to facilities and offering assistive technologies. Our inclusive policies and practices foster a sense of belonging and respect among all members of the IBMR, Chakan community.

### **Ethical and Social Responsibility**

IBMR, Chakan is committed to instilling ethical values and social responsibility in its students and staff. We organize regular workshops and seminars on ethics, human rights, and civic duties. The institution also engages

in community outreach programs, such as health camps, educational workshops, and social awareness campaigns, to contribute to societal well-being.

### **Best Practices**

**Green Campus Initiative:** Our green campus initiative includes the use of renewable energy sources, waste management practices, and water conservation measures. These efforts have significantly reduced our carbon footprint and promoted environmental sustainability.

**Community Engagement:** IBMR, Chakan actively engages with the local community through various outreach programs. These initiatives include providing educational support to underprivileged children, organizing health camps, and conducting awareness campaigns on important social issues.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	INSTITUTE OF BUSINESS MANAGEMENT AND RESEARCH, CHAKAN
Address	Navsahyadri Charitable Trusts Institute of Business Management and Research, 94/1B, Near Chakreshwar Temple, Chakreshwar Nagar, At Post-Chakan Tal-Khed, Dist -Pune Pincode-410501
City	Chakan
State	Maharashtra
Pin	410501
Website	<a href="http://www.ibmrchakan.com">http://www.ibmrchakan.com</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Jitendra Hude	02135-278723	9822039212	02135-278724	ibmrchakan@gmail.com
IQAC / CIQA coordinator	Ratikanta Ray	02135-278725	9921128999	02135-278726	tilekarsheetal@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No



**Establishment Details**

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

**Details of UGC recognition**

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	<a href="#">View Document</a>	23-03-2024	12	Extension of approval from AICTE for the academic year twenty-four twenty-five

**Recognitions**

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Navsahyadri Charitable Trusts Institute of Business Management and Research, 94/1B, Near Chakreshwar Temple, Chakreshwar Nagar, At Post-Chakan Tal-Khed, Dist -Pune Pincode-410501	Urban	1.02	3492

## 2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
PG	MBA,Management,Management	24	Graduation	English	180	180

### Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	2				4				12			
Recruited	2	0	0	2	2	2	0	4	5	7	0	12
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				19
Recruited	5	14	0	19
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				1
Recruited	0	1	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	2	2	0	0	0	0	6
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	5	7	0	12
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	130	5	0	0	135
	Female	58	0	0	0	58
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	16	12	20	10
	Female	2	11	8	3
	Others	0	0	0	0
ST	Male	0	1	0	2
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	17	4	12	16
	Female	7	5	9	5
	Others	0	0	0	0
General	Male	107	87	97	74
	Female	25	40	34	31
	Others	0	0	0	0
Others	Male	15	10	11	13
	Female	4	6	6	3
	Others	0	0	0	0
Total		193	176	197	157

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	As per the guidelines of the affiliating university about the implementation of NEP 2020, the institution has adopted the NEP's vision, which aims to enhance the role of management and human resources through high quality education. The institute has started Academic Bank of Credits and registered each student under it. The faculty members are participating in seminar and workshops organised by the various institutes and other institutes regarding "Implementation of NEP Programme" The NEP programs focused on diversity of the curriculum and pedagogy with technological innovations in teaching and learning. These key points were discussed among the faculty members. As per MBA-2022 (Revised)
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	<p>pattern, Savitribai Phule Pune University (SPPU) has revised its academic programs to include multidisciplinary and interdisciplinary audit, elective, and honors courses. Every program was developed to provide students with as much flexibility as possible to choose courses from different departments. It can be said that the University is actively attempting to put the NEP's suggestions into practice. It is possible to fully develop students' intellectual, aesthetic, social, physical, emotional, and moral capabilities so they can stop depending on government and private employment and instead prepare themselves for self-employment. The course outcomes, programme learning outcomes, which identify the precise knowledge, skills, attitudes, and values, are also identified by the institute at the end. The various experiential and skills-based value added programs were added by the institutes. The institute is working to increase the MoU's with various industries and organization to create opportunities for the students for internship and placements.</p>
2. Academic bank of credits (ABC):	<p>The institute has adopted a choice-based credit system and grading system as per the guidelines of the affiliating university for MBA programs. The Academic Bank of Credit is necessary for the credit transfer. Credit-transfer" means the mechanism by which registered HEIs are able to receive or provide prescribed credits to individual Academic Bank Accounts in adherence to the UGC credit norms for the course undertaken by students enrolled in any registered HEIs within India. The institutes started the registration of the students for the Academic Bank of Credits. In addition, a complete user manual with step-by-step instructions and screenshots were displayed in the institute's notice board. The Orientation cum workshop regarding the registration for ABC portal were conducted at the beginning of the academic year.</p>
3. Skill development:	<p>Under National Education Policy 2020, the institution will work to maximise the skill development of students by encouraging them to undertake those skill development courses offered by the departments that strengthen their technical, vocational, soft skills, and other skills required by them in their careers. The student's learning outcome is evaluated using summative and formative assignments and assessments. As a result, initiatives are always made</p>

	<p>to inspire learners to be optimistic. The institute also celebrates national festivals such as Republic Day and Independence Day. Organizing and participating in events that encourage students to cultivate good qualities, such as Yoga Day, and Environment Day, and also observing the death and birth anniversary of our national leaders. Field visits are undertaken, and industry experts are invited for workshops and interactions to overcome gap in theory and Industry practices/expectations, map skills, and to identify certifications required by the industry.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The knowledge of Language and culture is very important for the foundation of Indian literature and knowledge systems. The institutes have taken various steps to provide an overview of Indian Knowledge Systems, acquainting students with the diverse knowledge that has been developed in India throughout history. Activities are planned to attach students with regional languages such as Marathi Rajbhasha Day, Celebration of birth anniversary of various popular writers. The institute also celebrates religious festivals like Ganesh Jayanti, Dandiya with equal importance to promote national integrity. Yoga is promoted among students as a true facet of Indian culture. Demonstration classes and regular yoga practices are followed in the campus. The faculty members clearly explain the value system that exist in Indian tradition and social life.</p>
5. Focus on Outcome based education (OBE):	<p>Outcomes based education (OBE) is the highlighted trend these days in education area to the students in their professional career and lead them too greater informed and creative. OBE is very well implemented in the institution. The institutes has taken following initiatives like to write project proposals, field projects, analyze case studies, give case presentations, show their abilities to think, question, research, and make decisions based on the findings. Also the focus is given on to plan and organizes tasks, able to work in a team as a community or in entrepreneurial service teams to propose solutions to problems and market their solutions. The assessment methods are defined to measure the achievement of the various goals. The faculty members would take the role of being facilitators and mentors. In OBE, the outcomes for a higher education programmes are defined at three levels as Programme Outcomes (POs), Programme</p>



	Specific Outcomes (PSOs) and Course Outcomes (COs) and its outcomes are measured through feedback and continuous evaluation process.
6. Distance education/online education:	The institution desires to impart both distance education and online education in view of NEP 2020 to upskill the knowledge for global competency with the approval of Distance Education Bureau of UGC. The institution has all the necessary infrastructure and necessary tools to offer both distance education and online education. The institution was highly successful in offering online classes through online platforms such as Zoom, Google Meet, Microsoft teams, etc. The institute motivates the faculty members and students to register for the online courses offered by NPTEL and SWAYAM platforms which help to gain credit equivalence to the students and faculty members in their performance appraisal system.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The institute has established an Electoral Literacy Club (ELC) specifically targeting new voters in the age group of 18-25 years who are pursuing their post-graduation. The aim of club is to strengthen the culture of electoral participation among the future voters. Its activities are also extended to the educational institutions to sensitize the students on their electoral rights through interesting activities.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	As per the guidelines the institute has appointed coordinator and coordinating faculty members for ELC. The details of the representative characters given below:- Sr. No., Name of Member, Designation, Representation, 1., Dr. Jitendra Hude, Director, Chairperson 2., Mrs. S Kazi, OS, Coordinator 3., Mr. Dhananjay Rasal, Faculty Member, Faculty Coordinator 4., Mr. Viram Jadhav, Student, Students Coordinator 5., Mr. Rajaram Kokane, Student, Member
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of	The ELC is functioning with the following objectives: • To create awareness and interest among faculties and students through awareness activities and camps • To educate the targeted populations

<p>students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>about voter registration, electoral process and related matters • To familiarize the targeted populations with EVM and to educate them about robustness of EVM and integrity of the electoral process using EVMs • To motivate the students to participate in the ELC activities. The following are the Initiatives undertaken by the ELC of the IBMR Right to Vote -- Pledge Right to Vote -- Awareness in the Institution and in nearby villages Right to Vote -- Poster Competition to College Students Right to Vote -- Participation in Assembly Election duty Right to Vote -- Promotion on ethical voting Right to Vote -- Promotion of voting among senior citizens Right to Vote -- Special camp for Training and integrity of the Electoral process</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The ELC conducts various events to sensitize students regarding the values, rights, duties, and responsibilities of citizens like constitutional day, youth day, voter awareness program, legal awareness program etc. The rally is conducted every year for making awareness about voting in collaboration with tehsil and Municipal Council. Also, the students make a survey about the voters in the nearby areas, societies and the unregistered voter's information is shared with the concerned authorities. During the election period the institute organizes a demo session for students and citizens regarding the how to vote on EVM machines.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>As the institute runs the post graduate level programme (MBA) the most of students are more than 21 years and already registered as voters. The student coordinators gather the information about the enrolled students. If someone is yet to be enrolled the institute had a provision of the online voter registration through ECI portal. The coordinators of ELC complete the registration process of such eligible students.</p>

## Extended Profile

### 1 Students

#### 1.1

Number of students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
193	176	197	157	120

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

### 2 Teachers

#### 2.1

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

Response: 18

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

#### 2.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
18	18	18	18	12

### 3 Institution

#### 3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
140.35	188.6	169.32	128.43	119.71

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

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

**Response:**

The aim of our institute is to develop a strong and effective curriculum delivery process, so that the students of our institute could get better understanding of the subjects taught in 4 different semesters of MBA course. We also take a lot of initiatives to bring in live experiences to the students to make them socially responsible, when they complete their MBA. SPPU, Pune has specific dates for the commencement and completion of the curriculum during each Academic Year. Our Institute is offering 5 hrs of teaching per day for six days in a week. Teaching-learning process is carried out by expert and experienced faculties and evaluated by the Director and IQAC committee. Concurrent Internal Evaluation (CIE) includes class test, assignments, group discussion, seminars and writing of Research Reports etc.

Faculty members are always involved in innovative assessment practice in their courses such as class test, discussion, experiential learning, internal examinations, Online tests, Report writing, Writing the Minutes of Meetings, Open Book exams, Scrap Books preparation etc. The teachers and students together arrange Field work, Industrial visits, Film presentations, Start-up guidance and profiling, corporate interview, Role plays, Book reviews etc. under the guidance of Director.

In our Institute, we give more emphasis to activities such as Seminars, Workshop, Conferences, Placement Camps, EDP cell activities, start-up guidance, Soft skill development programs etc. to give confidence and opportunities to our students. During the first semester grouping of students based on learning ability is done. The slow learners are identified and special efforts such as mentor groups, extra sessions on difficult subjects, personal counseling and guidance sessions etc. are arranged.

Following efforts were taken by the institute to ensure effective curriculum delivery:

- Industrial visits are organized to gain first-hand information on subjects like Supply Chain Management, operations Management, Information Technology, Production Management etc.
- Expert lectures are arranged by inviting HRD heads from leading industries to enlighten the students on practical aspects of Human management.
- The Institute has well equipped Language lab, IT lab, Library and all teaching aids which are most utilized by students and teachers.
- The Director and Programme Coordinator work out a detailed plan for effective execution of the curriculum-such as the academic calendar, course allocation chart and the time tables for each class.
- Placement Initiatives-We are able to place 60 to 70% of our MBA passing out students in leading

corporate

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

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 29

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

### Other Upload Files

1	<a href="#">View Document</a>
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### 1.2.2

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

**Response:** 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
193	176	197	157	120

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

### 1.3 Curriculum Enrichment

#### 1.3.1

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

#### Response:

Institution integrates crosscutting issues relevant to professional ethics, gender, human values, environment and sustainability into the curriculum. Institute is affiliated to SPPU and follows the syllabus designed by SPPU. This syllabus includes subject related to some of the cross-cutting issues such as gender, environment, human values and professional ethics. The institute offers the following

subjects that are included in MBA syllabus and also cover some of the cross-cutting issues.

Sr. No.	Name of Subject	Issues covered into
1	Legal Aspects of Business	Human values
2	Organization Behavior	Professional Ethics, Human values
3	Basics of Marketing	Environment
4	Employee Health & Safety	Human Value, Environment
5	Rural Marketing	Social Environment
6	Green Logistics and Supply Chains	Environment
7	Managing for Sustainability	Environment and Sustainability
8	Business Communication	Professional Ethics
9	Labor Laws and social Security	Human values
10	Start up and new venture Management	Social Environment
11	Indian Ethos & Business ethics	Professional Ethics
12	Corporate Governance	Professional Ethics

13	Cyber Laws	Professional Ethics & Human Values
14	Human Rights	Human Values

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

**1.3.2**

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

**Response:** 75.13

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

**Response:** 145

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

**1.4 Feedback System****1.4.1**

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

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



File Description	Document
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 99.88

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

2023-24	2022-23	2021-22	2020-21	2019-20
193	176	197	157	120

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

2023-24	2022-23	2021-22	2020-21	2019-20
194	176	197	157	120

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 55.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
61	49	66	52	49

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

2023-24	2022-23	2021-22	2020-21	2019-20
107	107	107	107	72

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

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 10.72

## 2.3 Teaching- Learning Process

### 2.3.1

**Student centric methods, such as experiential learning, participative learning and problem solving**

**methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:**

**Enhancing Learning Experiences through Student-Centric Methods and ICT-Enabled Tools at the Institute of Business Management and Research, Chakan (IBMR, Chakan)**

**IBMR, Chakan** is dedicated to providing a dynamic and engaging learning environment through the use of student-centric methods and ICT-enabled tools. By incorporating experiential learning, participative learning, and problem-solving methodologies, IBMR, Chakan ensures that students gain practical knowledge and skills. Additionally, the use of online resources and digital tools enhances the effectiveness of the teaching and learning process. Experiential Learning Experiential learning at IBMR, Chakan involves hands-on activities that allow students to apply theoretical concepts in real-world scenarios.

**Key components include:**

**Internships and Field Projects:** Students gain valuable work experience and insights into professional practices through internships and field projects with industry partners. **Simulations and Role Plays:** These activities recreate real-life business situations, enabling students to practice decision-making and problem-solving in a controlled environment. **Industry Visits:** Regular visits provide exposure to different business environments and operational processes, helping students understand practical aspects of management. **Participative Learning** Participative learning encourages active student involvement in the learning process.

**Key strategies include:**

**Group Discussions and Debates:** These foster collaborative learning and allow students to share diverse perspectives, enhancing communication skills and critical thinking.

**Workshops and Seminars:** Conducted by industry experts and academicians, these sessions provide insights into current trends and practices, encouraging student engagement.

**Case Study Analysis:** Analyzing real-world case studies helps students develop problem-solving skills and apply theoretical knowledge to practical situations. **Problem-Solving Methodologies** IMS emphasizes problem-solving methodologies to develop students' analytical and reasoning skills.

**Key approaches include:**

**Project-Based Learning:** Students work on projects that require them to identify problems, conduct research, and propose solutions, fostering independent learning and creativity.

**Problem-Based Learning (PBL):** PBL involves presenting students with complex problems that do not have straightforward solutions, enhancing critical thinking and teamwork skills.

**Analytical Exercises:** Regular exercises challenge students to apply their knowledge to solve problems, developing a systematic approach to problem-solving. **ICT-Enabled Tools and Online Resources** IMS

leverages Information and Communication Technology (ICT) to enhance the teaching and learning process.

**Key tools and resources include:**

**Learning Management System (LMS):** The LMS provides a centralized platform for accessing course materials, submitting assignments, and participating in discussions, supporting blended learning. **Smart Classrooms:** Equipped with interactive whiteboards, digital projectors, and audio-visual systems, smart classrooms facilitate dynamic and interactive learning sessions. **Online Databases and E-Resources:** IBMR, Chakan subscribes to various online databases and e-resources, providing access to academic journals, research papers, and e-books.

**Virtual Labs and Simulation Software:** These tools allow students to conduct experiments and simulations in a virtual environment, providing practical experience and reinforcing theoretical concepts.

**Conclusion:** In conclusion, the IBMR, Chakan employs a range of student-centric methods and ICT enabled tools to enhance the learning experiences of its students. Through experiential learning, participative learning, and problem-solving methodologies, IBMR, Chakan ensures that students gain practical knowledge and skills. The use of online resources and digital tools further enhances the effectiveness of the teaching and learning process, preparing students for successful careers in management.

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

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
18	18	18	18	12

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

**2.4.2**

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

**Response:** 28.57

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

2023-24	2022-23	2021-22	2020-21	2019-20
5	6	6	5	2

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

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

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

**Response:**

The Institutes academic Calendar includes the planned dates for the internal assessment. The academic calendar is communicated to the students at the time of commencement of semester and

displayed on the institutes website. A course file is prepared by course faculty specifying topics and its duration of completion. The content of the course file includes details of planned concurrent evaluation and tentative schedule of the same. Taking into consideration course structure and course outcome along with guidelines provided by affiliating University in the syllabus every course faculty designs the evaluation using combinations of various tools like presentation, chart preparation, learning diary, case analysis, open book test, etc. At the time of conduction of evaluation students are provided with rubrics that represents the performance expectations. The result of each concurrent evaluation is shared with students followed by guidance and doubt clearing sessions. Accordingly the student is assessed for minimum 3 times for full credit courses and minimum for 2 times for half credit courses, in every semester of 3 to 4 months duration. After the guidance and doubt clearing sessions, if any students is not satisfied with the marks he or she can approach to the examination committee. The members of the examination committee verify the details and submit its report to the director. After that, the decision is conveyed to the students. The internal marks of the students were sent to the university through faculty member's online university portal before the deadline.

### University Rules & Regulations on Examination

- Sample Academic Calendar
- Sample Internal Exam Timetable
- Sample Consolidated Internal Marks
- Sample Project Evaluation Sheets
- Sample Seminar/Viva-voce Evaluation Sheets

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

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

#### **Response:**

The institute has clearly stated learning outcomes of the Programme and all the Courses offered by the institution. The following mechanism is followed by the department to communicate the learning outcomes to the teachers and students.

1. Hard Copy of Programme and course outcomes is displayed on the institute's notice board for reference to students and also PO's, PSO's and CO's are mentioned in the prospectus.
2. Soft Copy of Curriculum and Learning Outcomes of Programme and Courses are also uploaded on the institute's website.

- 3.The importance of the learning outcomes has been communicated to the teachers in the department meetings at the beginning of the semesters.
- 4.The information regarding PO's and CO's is disseminated to students through induction programme
- 5.At the beginning of a course along with the syllabus, students are made aware of the outcome of the course by the respective course teachers.

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

### 2.6.2

*Attainment of POs and COs are evaluated.*

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

#### **Response:**

The NSCT's Institute of Business Management and Research, Chakan (IBMR, Chakan) is dedicated to ensuring that its educational programs meet the highest standards of quality and effectiveness. To achieve this, IBMR, Chakan has established a comprehensive system for evaluating the attainment of Programme Outcomes (POs) and Course Outcomes (COs). This system involves both direct and indirect assessment methods, ensuring a holistic evaluation of student performance and program effectiveness.

#### **Direct Assessment Methods**

Direct assessment methods involve evaluating student performance through various academic activities.

#### **Key components include:**

**Internal Assessments:** These include class tests, quizzes, assignments, presentations, and practical exams. Each component is mapped to specific COs, allowing for a detailed analysis of student performance in relation to the intended outcomes.

**External Assessments:** Conducted through end-semester examinations, these are standardized and aligned with the university's guidelines. The results provide a comprehensive measure of student achievement across various COs. Performance in these exams is analyzed to determine the extent to which students have met the expected outcomes.

#### **Indirect Assessment Methods**

Indirect assessment methods involve gathering feedback from various stakeholders to evaluate the effectiveness of the educational programs. Key components include:

**Student Feedback:** Surveys and feedback forms gather students' perceptions of their learning experiences and the extent to which they feel they have achieved the COs. This feedback is analyzed to identify areas for improvement.

**Alumni Surveys:** Alumni are surveyed to gather insights into how well the education they received at IBMR, Chakan has prepared them for their careers. This feedback helps in assessing the long-term



impact of the POs and COs.

**Employer Feedback:** Employers of IBMR, Chakan graduates are surveyed to evaluate the performance of alumni in the workplace. This feedback provides valuable information on the practical applicability of the skills and knowledge imparted by the institution.

### **Evidence of Attainment**

The attainment of POs and COs is documented and analyzed through various means:

**Course Outcome Analysis:** After each assessment, faculty members analyze the results to determine the level of attainment of each CO. This involves comparing actual performance with expected performance levels. The findings are documented and used to make necessary adjustments to the curriculum and teaching methods.

**Programme Outcome Analysis:** At the end of each academic year, a comprehensive analysis of the attainment of POs is conducted. This involves aggregating the results of various CO assessments and evaluating them against the overall program objectives. The findings are presented in detailed reports, reviewed by the academic council, and used for continuous improvement.

**Continuous Improvement:** Insights gained from the assessment processes are used to make data-driven decisions for curriculum enhancement, faculty development, and resource allocation.

### **Conclusion**

In conclusion, the NSCT's Institute of Business Management and Research, Chakan (IBMR, Chakan) employs a rigorous and systematic approach to evaluating the attainment of Programme Outcomes (POs) and Course Outcomes (COs). Through a combination of direct and indirect assessment methods, IMS ensures that its educational programs meet the highest standards of quality and effectiveness. The evidence gathered from these assessments is used to drive continuous improvement, ensuring that students receive a high-quality education that prepares them for successful careers.

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

### **2.6.3**

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

**Response:** 75.53

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

2023-24	2022-23	2021-22	2020-21	2019-20
82	118	94	67	99

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

2023-24	2022-23	2021-22	2020-21	2019-20
132	135	142	97	103

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

## 2.7 Student Satisfaction Survey

### 2.7.1

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

#### Response:

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

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

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

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

IBMR, Chakan has set up a system for promoting innovations, entrepreneurship, and other projects including knowledge production and transfer through departmental collaboration using a multidisciplinary approach. The institute has made MoU with the other institution and industries for initiatives for the creation and transfer of knowledge/technology.

**Institutional policy for optimal use of various equipment and research facilities of the institution by its staff and students**

Institute encourages optimal usage of various research facilities through:

1. Training and Placement Cell regularly conducts training courses on communication techniques and personality development. Industry insiders are welcome to learn new technical skills and stay up to date on industry innovations through Innovation Cell.
2. The course teacher's include research based components in the CIE scheme for the courses that they teach. This also helps in ensuring optimum use of research facilities.
3. Courses such as BRM, EADR, IADR, SIP, Dissertation, etc. involve usage of research resources.
4. Alumni of IBMR, Chakan, PhD scholars of IBMR, Chakan, use the Library facilities for their research work.
5. The institute can also provide free access to its library facilities to the PhD scholars pursuing doctoral research at other research centers if they apply.
6. The college has enough computer systems of latest version with internet
7. The college has been encouraging all the faculty members and students to utilize the resources provided by the management even after the college hours.
8. Centre of Excellence cell established by IBMR, Chakan conducts EDP programme and primarily plays four roles to help an individual to become an entrepreneur. The four major roles are stimulatory, supportive, sustaining and socio-economic roles. Short term and long term objectives motivates an individual to choose the entrepreneurship as a career and to prepare the person to exploit the market opportunities for own business successfully.

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

### 3.2.2

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

**Response: 15**

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

2023-24	2022-23	2021-22	2020-21	2019-20
3	4	3	3	2

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

### 3.3 Research Publications and Awards

#### 3.3.1

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

**Response:** 0.67

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

2023-24	2022-23	2021-22	2020-21	2019-20
1	3	4	4	0

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

#### 3.3.2

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

**Response:** 0.67

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

2023-24	2022-23	2021-22	2020-21	2019-20
2	4	4	2	0

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

### 3.4 Extension Activities

#### 3.4.1

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

**Response:**

The institution's promotion of – neighbourhood - community network and student engagement, contributing to good citizenship, service orientation and holistic development of students. The institution orients students towards CSR initiatives right from the first semester (MBA-I) induction programme. Faculty & staff also contribute to the CSR initiatives.

Institute follows a mechanism for students' involvement in various social activities which promote citizenship roles and leadership quality and also with social consciousness. In addition this, the IBMR, Chakan, organizes other activities as per the needs and availability of time without affecting academics. All departments have conducted many extension activities for society in vicinity at different locations. For holistic development of the students - sports, cultural events, technical and nontechnical events are organized. The institutes conducts following extension activities and its impact and sensitizing students to social issues and holistic development.

Extention and Outreach activities:-

1. Tree Plantation
2. Blood Donation Camp
3. Health Check-up Program
4. Sanitary Napkin Distribution

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

### 3.4.2

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

##### **Response:**

IBMR, Chakan has carried out various extension activities outside the campus – in and around village and Pune District and has received various rewards and appreciation letters from government and non-government agencies. The students of the institution with the support of faculty members have carried out various activities.

The prime objective of carrying out the extension activities is to enable the student community to be socially responsible. Possessing an attitude of service is considered essential for professional by the institution. The extension activities are carried out in multiprone way through various agencies which include Social Service, Group Work, Blood donation and health check up camp etc.

Students at IBMR, Chakan also conduct a variety of social activities in adjacent towns, such as raising awareness and motivating female students about self-defence skills, and the value of education in society. During the pandemic COVID-19, institute delivered food packets, masks, and sanitizer, with staff and students assisting in their distribution throughout the designated village and hospital region.

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

### 3.4.3

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

##### **Response: 16**

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

2023-24	2022-23	2021-22	2020-21	2019-20
5	2	4	2	3

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

### 3.5 Collaboration

#### 3.5.1

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

**Response:** 11

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



## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

**Response:**

**Adequate Infrastructure and Facilities at the NSCT's Institute of Business Management and Research, Chakan (IBMR, Chakan),**

The NSCT's Institute of Business Management and Research, Chakan (IBMR, Chakan) is committed to providing state-of-the-art infrastructure and facilities to support its teaching-learning processes, ICT-enabled education, and extracurricular activities.

The institution's comprehensive infrastructure ensures a conducive environment for academic excellence and holistic development.

#### **Teaching-Learning Facilities**

IBMR, Chakan boasts well-equipped classrooms, laboratories, and computing facilities that cater to the diverse needs of its students and faculty.

**Classrooms:** The classrooms at IMS are spacious, well-ventilated, and equipped with modern teaching aids such as projectors, whiteboards, and comfortable seating arrangements. These facilities create an optimal learning environment, enabling effective teaching and student engagement.

**Laboratories:** The institution has specialized laboratories for various disciplines, including finance, marketing, operations, and information technology. These labs are equipped with the latest software and hardware, providing hands-on experience and practical exposure to students.

**Computing Equipment:** IBMR, Chakan has a robust IT infrastructure with high-speed internet connectivity, computer labs, and access to advanced software tools. The computing facilities support research, data analysis, and other academic activities, ensuring that students and faculty have the resources they need to excel.

#### **ICT-Enabled Facilities**

IBMR, Chakan leverages Information and Communication Technology (ICT) to enhance the teaching-learning experience.

**Smart Classrooms:** The institution has integrated smart classroom technology, including interactive whiteboards, digital projectors, and audio-visual systems. These tools facilitate dynamic and

interactive learning sessions, making complex concepts easier to understand.

**Learning Management System (LMS):** IBMR, Chakan utilizes a comprehensive LMS to manage course content, assignments, and assessments. The LMS provides a centralized platform for students and faculty to access learning materials, submit assignments, and track academic progress. It also supports online discussions and collaboration, fostering a blended learning environment.

### **Facilities for Cultural and Sports Activities**

IBMR, Chakan recognizes the importance of extracurricular activities in the overall development of students and provides a range of facilities to support cultural and sports activities.

**Cultural Activities:** The institution has a dedicated auditorium with modern sound and lighting systems, accommodating various cultural events, seminars, and conferences. The auditorium serves as a hub for student activities, promoting creativity and talent.

**Sports Facilities:** IBMR, Chakan offers extensive sports facilities, including indoor and outdoor games. The campus has well-maintained courts for basketball, volleyball, and badminton, as well as fields for cricket and football. Indoor games such as table tennis, chess, and carrom are also available, encouraging students to participate in physical activities and stay fit.

**Yoga Centre and Gymnasium:** The institution has a fully equipped gymnasium and a dedicated yoga center. These facilities promote physical fitness and mental well-being, helping students and staff maintain a healthy lifestyle.

### **Conclusion**

In conclusion, the NSCT's Institute of Business Management and Research, Chakan (IBMR, Chakan) provides adequate infrastructure and facilities to support its teaching-learning processes, ICT-enabled education, and extracurricular activities. The well equipped classrooms, laboratories, computing facilities, smart classrooms, LMS, and extensive sports and cultural amenities ensure a holistic and enriching educational experience for all students. IBMR, Chakan's commitment to maintaining and upgrading its infrastructure reflects its dedication to academic excellence and the overall development of its students.

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

#### **4.1.2**

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

**Response:** 15.03

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

2023-24	2022-23	2021-22	2020-21	2019-20
14.65	27.54	33.82	17.26	18.89

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

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### Response:

Library is partially automated by using Integrated Library Management System (ILMS) Koha in line with the vision and mission of the institute, the library acts as the main learning resource of the institute and provides services and facilities to meet the requirements of the institute's teaching, training, research, and consultancy programs. The software provides a built-in Web OPAC interface to publish

library catalogs over the Internet. It is helpful in keeping and maintaining records of books for issue and return purposes. The use of the software saves time and provides easy access to users. The Library Committee consists of five faculty members and a librarian. Two faculty members supervise library activities and facilities. The process is maintained for the procurement of books and journals. The Librarian prepares the budget and submits it to the Director. Once the budget is approved, he circulates requisition forms to all faculty members. They fill out requisition forms and submit them to the librarian. The librarian, then, purchases either online or from local vendors. Some national and international journals and e-journals are subscribed by the institution for the academic purpose.

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

## 4.3 IT Infrastructure

### 4.3.1

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

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

**Response:**

IT Facilities and Internet Connectivity at the NSCT's Institute of Business Management and Research, Chakan (IBMR, Chakan)

The NSCT's Institute of Business Management and Research, Chakan (IBMR, Chakan) is committed to maintaining state-of-the-art IT facilities and providing sufficient internet bandwidth to support its academic and administrative functions. The institution frequently updates its IT infrastructure to ensure that students and faculty have access to the latest technology and resources.

**IT Facilities**

IBMR, Chakan boasts a comprehensive IT infrastructure that includes modern computing equipment, software, and network systems. Key components of the IT facilities include:

**Computers and Workstations:** The institution has over 120 plus computers distributed across various departments, computer labs, and the library. These computers are equipped with the latest hardware and software, including Intel Core i5 and i7 processors, 8GB RAM, and 500 GB hard drives. Regular updates ensure that all systems run efficiently and securely.

**Printers and Scanners:** IBMR, Chakan provides high-quality printing and scanning facilities across the campus. There are multiple laser printers and scanners available for academic and administrative use, ensuring that staff and students can easily access these essential services.

**Software and Applications:** IBMR, Chakan uses a range of licensed software, including Microsoft Office 365, Adobe Creative Suite, and specialized software for different academic programs. The institution also employs enterprise resource planning (ERP) software to streamline administrative processes.

**Wi-Fi and Internet Connectivity**

IBMR, Chakan provides extensive Wi-Fi coverage and high-speed internet connectivity to support the needs of its academic community. Key features include:

**Wi-Fi Access Points:** The campus is equipped with over 5 Wi-Fi access points, ensuring seamless connectivity in classrooms, labs, the library, and common areas. The Wi-Fi network is managed centrally, with regular updates to firmware and security protocols to maintain optimal performance.

**Internet Bandwidth:** IBMR, Chakan has progressively increased its internet bandwidth to meet the

growing demands of its users. As of the latest update in April 2024, the institution provides a total bandwidth of 100 Mbps, distributed across the campus. This high-speed internet connection supports online learning, research, and administrative activities.

**Network Security:** The institution employs advanced network security measures, including firewalls, intrusion detection systems, and antivirus software, to protect its IT infrastructure from cyber threats. Regular security audits and updates ensure that the network remains secure and reliable.

### Recent Updates

IBMR, Chakan continuously updates its IT facilities to keep pace with technological advancements. Notable updates include:

**April 2024:** Upgraded internet bandwidth from 32 Mbps to 100 Mbps to accommodate increased online activities and ensure smooth connectivity for all users.

**August 2023:** Installation of additional Wi-Fi access points in newly constructed buildings and common areas to enhance network coverage.

**Jan 2023:** Replacement of outdated computer systems with new models featuring the latest processors and increased memory capacity.

**Nov 2024:** New Learning Management System (LMS) is being setup with enhanced features for online course delivery and student engagement.

### Conclusion

In conclusion, the NSCT's Institute of Business Management and Research, Chakan (IBMR, Chakan) is dedicated to providing cutting-edge IT facilities and sufficient internet bandwidth to support its academic and administrative functions. Through regular updates and enhancements, IBMR, Chakan ensures that its IT infrastructure remains robust, secure, and capable of meeting the evolving needs of its students and faculty.

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

### 4.3.2

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

**Response:** 3.22

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

**Response:** 60

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

### 4.4.1

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

**Response:** 7.5

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

2023-24	2022-23	2021-22	2020-21	2019-20
12	22	5	12	5

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 81.26

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

2023-24	2022-23	2021-22	2020-21	2019-20
157	132	155	130	111

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

#### 5.1.2

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

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

**Response:** A. All of the above

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**5.1.3**

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

**Response:** 60.14

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

2023-24	2022-23	2021-22	2020-21	2019-20
124	161	67	91	64

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

**5.1.4**

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

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

**Response:** A. All of the above



File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

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

**Response:** 26.96

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

2023-24	2022-23	2021-22	2020-21	2019-20
25	28	27	18	26

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

2023-24	2022-23	2021-22	2020-21	2019-20
82	118	94	67	99

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

**5.2.2**

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

**Response: 0**

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

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

**5.3 Student Participation and Activities****5.3.1**

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

**Response: 1**

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	1	0	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.3.2

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

**Response: 6**

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

2023-24	2022-23	2021-22	2020-21	2019-20
8	6	5	4	7

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

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

The institute has a registered alumni association. The Alumni Associations functions through different modes. The independent alumni association meet as and when necessary, arise. Director and senior faculties are invited to participate to offer suggestion to improve the welfare of the college. Alumni association endorsed by the institute meets once in a year. Director being the chief coordinator

convenes the meeting and present the immediate needs of the institute, while reviewing comments and suggestions from the alumni for the development of the institute. Steps are being implemented to strength the alumni association to play an active role in the development of the college. There are various activities such as expert lectures, placement guidance and career related programmes are organised by the association in a every year.

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

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### Response:

#### **Institutional Governance and Leadership at the NSCT's Institute of Business Management and Research, Chakan (IBMR, Chakan)**

The NSCT's Institute of Business Management and Research, Chakan (IBMR, Chakan) exemplifies robust governance and leadership, meticulously aligned with its vision and mission. This alignment is evident in various institutional practices, including the implementation of the National Education Policy (NEP), sustained institutional growth, decentralization, and active participation in governance.

#### **Vision and Mission Alignment**

At IBMR, Chakan, governance and leadership are deeply rooted in the institution's vision and mission. The leadership team, comprising seasoned academicians and industry experts, ensures that all strategic decisions and actions contribute to the institution's overarching goals. This alignment fosters a cohesive and focused approach to achieving excellence in management education.

#### **NEP Implementation**

IBMR, Chakan has been proactive in implementing the National Education Policy (NEP) 2020. The policy's focus on holistic and multidisciplinary education aligns with IBMR's mission to provide comprehensive management education. Initiatives such as curriculum redesign, faculty development programs, and enhanced student support services have been introduced to integrate NEP guidelines effectively. These efforts ensure that IBMR remains at the forefront of educational innovation and quality.

#### **Sustained Institutional Growth**

The sustained growth of IBMR is a testament to its effective governance. Regular reviews and updates of strategic plans enable the institution to adapt to changing educational landscapes and market demands. This proactive approach has led to continuous improvements in academic programs, infrastructure, and research capabilities. IBMR's commitment to growth is reflected in its expanding campus facilities, increasing student enrollment, and enhanced academic offerings.

#### **Decentralization and Participation**

IBMR, Chakan adopts a decentralized governance model that encourages participation from all stakeholders. This model fosters a collaborative environment where faculty, staff, and students actively contribute to decision-making processes. Various committees and councils, such as the Academic Council and the Internal Quality Assurance Cell (IQAC), ensure that diverse perspectives are considered in institutional governance. This participatory approach not only enhances transparency but also

promotes a sense of ownership and accountability among stakeholders.

### **Institutional Perspective Plan**

The Institutional Perspective Plan at IBMR outlines the roadmap for future growth and development. This plan includes specific short-term and long-term goals aligned with the institution's vision and mission.

Key areas addressed in the plan include academic excellence, research innovation, community engagement, and international collaborations. The plan is regularly reviewed and updated to ensure it remains relevant and responsive to emerging trends and challenges in the field of management education.

In conclusion, the governance and leadership at the NSCT's Institute of Business Management and Research, Chakan (IBMR, Chakan) are firmly anchored in the institution's vision and mission. Through effective NEP implementation, sustained growth, decentralization, and active participation, IMS continues to excel as a premier management education institution. The institution's commitment to these principles ensures that it remains a leader

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

## **6.2 Strategy Development and Deployment**

### **6.2.1**

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

#### **Response:**

#### **Effective Deployment of the Institutional Perspective Plan at the NSCT's Institute of Business Management and Research, Chakan (IBMR, Chakan)**

The NSCT's Institute of Business Management and Research, Chakan (IBMR, Chakan) demonstrates a strong commitment to its institutional perspective plan, ensuring that its governance and administrative bodies function effectively and efficiently. This commitment is evident through well-defined policies, a streamlined administrative setup, transparent appointment processes, and clearly outlined service rules and procedures.

### **Institutional Perspective Plan**

The institutional perspective plan at IBMR, Chakan serves as a strategic roadmap, guiding the institution's growth and development. This plan includes both short-term and long-term goals aligned

with the institution's vision and mission. Key areas addressed in the plan include academic excellence, research innovation, community engagement, and international collaborations. The plan is regularly reviewed and updated to remain relevant and responsive to emerging trends and challenges in the field of management education.

### **Policies and Administrative Setup**

IBMR, Chakan has established comprehensive policies that govern various aspects of its operations. These policies ensure consistency, transparency, and accountability in decision-making processes. The administrative setup at IBMR, Chakan is designed to be efficient and responsive, with clearly defined roles and responsibilities for all staff members. This structure facilitates smooth coordination and communication across different departments, ensuring that the institution's strategic objectives are met.

### **Appointment Processes**

The appointment processes at IBMR, Chakan are transparent and merit-based. The institution follows a rigorous selection procedure to ensure that only the most qualified and competent individuals are appointed to key positions. This approach not only enhances the quality of leadership and faculty but also promotes a culture of excellence and professionalism within the institution.

### **Service Rules and Procedures**

IBMR, Chakan has well-defined service rules and procedures that govern the conduct and responsibilities of its employees. These rules ensure that all staff members are aware of their duties and obligations, promoting a disciplined and organized work environment. Regular training and development programs are conducted to keep employees updated with the latest industry trends and best practices.

### **Effective Functioning of Institutional Bodies**

The effective functioning of institutional bodies at IBMR, Chakan is a testament to its robust governance framework. Various committees and councils, such as the Academic Council and the Internal Quality Assurance Cell (IQAC), play a crucial role in institutional governance. These bodies are responsible for overseeing academic standards, quality assurance, and continuous improvement initiatives. Regular meetings and reviews are conducted to ensure that the institution's policies and procedures are effectively implemented.

### **Decentralization and Participation**

IBMR, Chakan adopts a decentralized governance model that encourages participation from all stakeholders. This model fosters a collaborative environment where faculty, staff, and students actively contribute to decision-making processes. The involvement of diverse perspectives enhances the institution's ability to address challenges and seize opportunities effectively.

### **Conclusion**

In conclusion, the NSCT's Institute of Business Management and Research, Chakan (IBMR, Chakan) has effectively deployed its institutional perspective plan, ensuring that its governance and administrative bodies function efficiently. Through well-defined policies, a streamlined administrative setup, transparent appointment processes, and clearly outlined service rules and procedures, IBMR, Chakan continues to excel as a premier management education institution. The institution's commitment to these principles ensures that it remains a leader in the field, providing high-quality education and fostering the development of future business leaders.

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

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

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

**Response:** A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>

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

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

**Response:**

**Performance Appraisal, Welfare Measures, and Career Development at the NSCT's Institute of Business Management and Research, Chakan (IBMR, Chakan)**

The NSCT's Institute of Business Management and Research, Chakan (IBMR, Chakan) is dedicated to fostering a supportive and growth-oriented environment for its teaching and non-teaching staff. This commitment is reflected in its comprehensive performance appraisal system, effective welfare measures, and robust avenues for career development and progression.

**Performance Appraisal System**

IBMR, Chakan has established a transparent and quantitative performance appraisal system designed to



evaluate and enhance the performance of its staff. This system includes regular assessments based on predefined criteria such as teaching effectiveness, research contributions, administrative responsibilities, and professional development activities. The appraisal process involves self-assessment, peer review, and feedback from supervisors, ensuring a holistic evaluation of each staff member's performance. This structured approach not only recognizes and rewards excellence but also identifies areas for improvement, guiding staff towards continuous professional growth.

### **Effective Welfare Measures**

IBMR, Chakan places a high priority on the well-being of its employees, offering a range of welfare measures to support both their professional and personal lives. Key welfare initiatives include:

**Health and Insurance Benefits:** IBMR, Chakan provides comprehensive health insurance coverage and access to medical facilities, ensuring that employees and their families receive necessary healthcare support.

**Provident Fund and ESI:** The institution offers provident fund and Employee State Insurance (ESI) schemes, providing financial security and support during medical emergencies.

**Transport Facilities:** Subsidized transport services are available for staff, ensuring convenient and affordable commuting options.

**Canteen and Food Services:** IBMR, Chakan offers subsidized meals through its canteen, promoting healthy eating habits and ensuring that staff have access to nutritious food.

**Leave Policies:** Generous leave policies, including maternity and paternity leave, medical leave, and study leave, support employees in balancing their professional and personal commitments.

### **Avenues for Career Development and Progression**

IBMR, Chakan is committed to the continuous professional development of its staff, providing numerous opportunities for career advancement. Key initiatives include:

**Training and Development Programs:** Regular workshops, seminars, and training sessions conducted by internal and external experts help staff stay updated with the latest industry trends and best practices.

**Research and Innovation Support:** IBMR, Chakan encourages faculty to engage in research activities by providing funding, resources, and incentives for publications and patent applications.

**Professional Development Leave:** Study leave and sabbatical options are available for staff pursuing higher education or specialized training, enabling them to enhance their qualifications and skills.

**Recognition and Rewards:** The institution has a robust system for recognizing and rewarding outstanding contributions, including awards, promotions, and financial incentives.

**Mentorship and Guidance:** Senior faculty and administrators provide mentorship and career guidance, helping staff navigate their professional journeys and achieve their career goals.

### **Conclusion**

In conclusion, the NSCT's Institute of Business Management and Research, Chakan (IBMR, Chakan) has

implemented a comprehensive performance appraisal system, effective welfare measures, and robust avenues for career development and progression. These initiatives reflect IBMR's commitment to fostering a supportive and growth-oriented environment for its teaching and non-teaching staff. By prioritizing the well-being and professional development of its employees, IBMR ensures that it remains a leading institution in management education, dedicated to excellence and innovation.

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

### 6.3.2

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

**Response:** 35.71

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

2023-24	2022-23	2021-22	2020-21	2019-20
5	9	12	4	0

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 6.3.3

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

**Response:** 58.93

**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development**

**/administrative training programs during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
22	25	12	20	20

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

2023-24	2022-23	2021-22	2020-21	2019-20
18	18	18	18	12

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

**6.4 Financial Management and Resource Mobilization****6.4.1**

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

**Response:**

**The Institution's major sources of receipts/funding and its policy to manage deficits –**

The major sources of institutional receipts are MBA Student's tuition fees and development fees. Other sources of institutional receipts are:

1. Tuition fees.
2. Quality improvement programme grants (QIP) from SPPU, ICSSR, District Sport Authority, for seminar, equipment, gymnasium hall construction etc.
3. Other fee such as Development Fees, Seminar Fees etc. revenue generated from activities such as  
- Registrations for events (conferences/seminars) organized by the Institute
4. Interest on bank accounts of the Institute, etc.

Scholarship and Freeships to the students from the government are periodically received and the share of Tuition fees and other fees get deposited in the bank account of the institute. The reserve funds are maintained by the Parent Body as per the SPPU, DTE and AICTE norms. Any shortfall/deficit is bridged by the parent body NSCT)

The tuition's mechanism to monitor effective and efficient use of available financial resources

The Institute has laid down procedures to ensure effective and optimal utilization of financial resources for academic, administrative and development purposes. The Director reports to the Managing Trustee / Chairman.

The Director evolves policies, practices and procedures for the accounts function, oversees statutory compliances and relevant activities and guides the accounts function at the institute level. To make the process more transparent the institute conducts its internal and external financial audit by chartered accountant in the end of the every financial year.

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

## 6.5 Internal Quality Assurance System

### 6.5.1

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

#### Response:

The Institute has established an Internal Quality Assurance Cell (IQAC) in the AY 2016-17 as a precursor to assessment by NAAC.

The institute has a well-defined Quality Assurance Policy since its inception in 2009 and it is related to the preservation and continuation of the Institute's Vision and Mission, as well as to compliances to the policies of SPPU, DTE (Govt. of Maharashtra) and AICTE.

The IQAC of the institute in its regular meetings (twice per year) receives reports from the Director about

various institutional activities, discuss them and makes suggestions if required about the overall maintenance and enhancement of Quality.

**The IQAC has contributed in maintaining Quality Assurance processes through:**

1. Involvement of the committees In - charge in quality initiatives through the CDC meetings.
2. Establishing clearly defined & communicated Quality Objectives for all key internal committees.
3. Establishing Standard Documented Procedures, Forms & Formats, Checklists, etc.
4. Ensuring Continual Improvement through mechanism of Corrective & Preventive Actions.
5. Assuring Quality a responsibility of everyone in the organization.

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

**6.5.2**

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

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

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

File Description	Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

**Response:**

#### **Gender Equity and Sensitization at IBMR, Chakan,**

In the last five years, the IBMR, Chakan, has taken significant steps to promote gender equity and ensure an inclusive environment for all students and staff. One of the key initiatives has been the implementation of a Gender Audit, a process designed to assess the institution's efforts towards gender inclusivity and identify areas for improvement. This audit serves as the foundation for various gender-related initiatives, ensuring that the campus environment is equitable and free from discrimination.

#### **Gender Equity in Curricular and Co-Curricular Activities**

The institute has made a concerted effort to integrate gender equity into both curricular and co-curricular activities. In the curriculum, topics related to gender sensitivity, diversity, and inclusion are embedded within management courses to raise awareness among students about gender issues in the workplace and society. Case studies, discussions, and assignments often explore themes of gender equity, ensuring that students understand the importance of creating inclusive work environments as future leaders. Additionally, co-curricular activities such as seminars, workshops, and guest lectures are organized regularly to promote gender sensitization. These events often feature experts in gender studies and women leaders from various industries who share insights on gender dynamics, leadership challenges, and breaking stereotypes. These efforts aim to prepare students not only to be competent managers but also to be advocates for gender equity in their professional lives.

#### **Facilities and Support for Women on Campus**

Recognizing the need for a supportive and safe environment for women, the institute has introduced a range of facilities that cater specifically to their needs. Dedicated women's lounges and restrooms are available across the campus, offering a private space for female students and staff. Additionally, the institute provides 24/7 security with CCTV surveillance and a well-trained security staff to ensure a safe campus environment for women at all times. In terms of health and wellness, the institute offers on-campus medical facilities, including access to gynecologists, as part of its healthcare services. Workshops on women's health, including topics such as menstrual hygiene, mental wellness, and work-life balance, are regularly conducted. These initiatives reflect the institute's commitment to creating a supportive and gender-sensitive environment for female students and staff.

#### **Policies and Initiatives Promoting Gender Equity**

The institute has developed robust policies aimed at preventing gender-based discrimination and harassment. A Gender Sensitization Cell is actively involved in addressing gender-related grievances and ensuring a harassment-free environment for all. The cell also conducts sensitization programs for faculty, staff, and students to raise awareness about gender issues and promote respect for diversity. To further strengthen its commitment to gender equity, the institute has also established a Women's Empowerment Committee, which focuses on empowering women through leadership development programs, mentorship opportunities, and career counseling. This committee plays an instrumental role in creating opportunities for female students and staff to advance in their academic and professional journeys.

### Conclusion

IBMR, Chakan has demonstrated a strong commitment to promoting gender equity through its curricular and co-curricular initiatives, supportive facilities, and gender-sensitive policies.

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

### 7.1.2

#### The Institution has facilities and initiatives for

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

**Response:** A. 4 or All of the above

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

**7.1.3**

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

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

**Response:** A. All of the above

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

**7.1.4**

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

**Response:**

**Creating an Inclusive Environment at the NSCT's Institute of Business Management and Research, Chakan (IBMR, Chakan)**

The NSCT's Institute of Business Management and Research, Chakan (IBMR, Chakan) is dedicated to fostering an inclusive environment that promotes tolerance and harmony across cultural, regional, linguistic, and socioeconomic diversities.

Additionally, IBMR, Chakan places a strong emphasis on sensitizing students and employees to their constitutional obligations, including values, rights, duties, and responsibilities as citizens. These efforts are integral to the holistic development of the IBMR, Chakan community.



### **Promoting Cultural and Regional Harmony**

IBMR, Chakan celebrates the rich cultural and regional diversity of its student body through various initiatives:

**Cultural Festivals and Events:** The institution organizes cultural festivals, such as Diwali, Eid, Christmas, and regional celebrations like Pongal and Baisakhi. These events provide a platform for students to showcase their cultural heritage and foster mutual respect and understanding.

**Ethnic Day:** IBMR, Chakan hosts an annual Ethnic Day where students and staff dress in traditional attire, participate in cultural performances, and share regional cuisines. This event highlights the beauty of diversity and promotes a sense of unity.

**Language Clubs:** Language clubs at IBMR, Chakan encourage students to learn and appreciate different languages.

Activities such as language exchange programs, poetry readings, and debates help students develop linguistic skills and cultural awareness.

### **Fostering Socioeconomic Inclusivity**

IBMR, Chakan is committed to creating an environment where students from all socioeconomic backgrounds feel valued and supported:

**Scholarships and Financial Aid:** The institution offers scholarships and financial aid to deserving students from economically disadvantaged backgrounds. This support ensures that financial constraints do not hinder access to quality education.

**Community Outreach Programs:** These initiatives help bridge the gap between different socioeconomic groups and promote social equity. Sensitizing to Constitutional Obligations

**IBMR, Chakan places a strong emphasis on educating students and employees about their constitutional rights and responsibilities:**

**Workshops and Seminars:** Regular workshops and seminars on constitutional values, human rights, and civic duties are conducted. These sessions are led by legal experts, academicians, and social activists, providing in-depth knowledge and fostering a sense of civic responsibility.

**National and International Days:** IBMR, Chakan observes important national and international days, such as Constitution Day, Human Rights Day, and International Women's Day. Activities on these days include debates, essay competitions, and guest lectures, which highlight the importance of constitutional values and social justice.

**Ethics and Values Education:** The curriculum at IBMR, Chakan includes courses on ethics, values, and social responsibility. These courses aim to instill a strong moral foundation and encourage students to act with integrity and respect for others.

### **Inclusive Policies and Practices**

IBMR, Chakan has implemented policies and practices that ensure an inclusive and respectful environment for all:

**Anti-Discrimination Policy:** The institution has a strict anti-discrimination policy that prohibits any form of discrimination based on race, religion, gender, or socioeconomic status. This policy is enforced through regular training and awareness programs.

**Grievance Redressal Mechanism:** IBMR, Chakan has an efficient grievance redressal system that addresses any issues related to discrimination or harassment.

**Inclusive Infrastructure:** The campus is designed to be accessible to all, with facilities such as ramps, elevators, and designated parking for differently-abled individuals.

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

## 7.2 Best Practices

### 7.2.1

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

**Response:**

**Best Practices Successfully Implemented by the NSCT's Institute of Business Management and Research, Chakan (IBMR, Chakan)**

#### **1. Title of the Practice: Case-Based Learning Approach (CBLA) for Business Decision-Making**

##### **Objectives of the Practice:**

The primary objective of the Case-Based Learning Approach (CBLA) is to immerse students in real world business challenges through analysis and discussion of actual case studies.

The specific objectives include:

- To enhance problem-solving and critical thinking abilities in students.
- To develop decision-making skills by simulating real-life business scenarios.
- To foster collaborative learning by encouraging students to work in teams and explore multiple perspectives.
- To bridge the gap between theoretical knowledge and practical application, making learning more engaging and relevant.

##### **The Context:**

Traditional lecture-based learning methods often focus on theoretical knowledge, which may not fully prepare MBA students for the complexities of real-world business problems. To address this, the NSCT's Institute of Business Management and Research, Chakan (IBMR, Chakan) adopted a Case-Based Learning Approach (CBLA) that integrates real business case studies into the curriculum. By engaging with actual business scenarios, students learn how to apply management theories to solve complex problems, make strategic decisions, and consider the consequences of their actions.

**The Practice:**

The Case-Based Learning Approach is implemented across several core and elective MBA courses. Each course is supplemented with business case studies sourced from well-known repositories like Harvard Business Review, Ivey Publishing, and local industry examples. Key components of the practice include:

**Case Study Discussions:** Students are provided with detailed business case studies, which they analyze and discuss in class under the guidance of faculty. These discussions involve identifying business problems, considering alternative solutions, and proposing strategic recommendations.

**Group Work and Collaboration:** To simulate real business environments, students work in teams to analyze case studies, fostering collaborative problem-solving and communication skills.

**Live Case Analysis:** In partnership with industries, the institute organizes “live” case studies where students are invited to analyze and provide solutions for ongoing business issues in companies.

**Assessment through Case Presentations:** As part of their evaluation, students present their case study solutions to faculty and industry professionals, receiving feedback on their analytical and decision making abilities.

**Evidence of Success:** Improved problem-solving skills: Case-based assessments have led to a marked improvement in students' ability to analyze business problems and devise innovative solutions.

**Engagement and participation:** The interactive nature of case discussions has increased student participation and enthusiasm, fostering a more dynamic learning environment.

**Industry recognition:** Alumni and recruiters consistently highlight the case-based learning approach as a key differentiator, with students showing better readiness for tackling real-world business challenges.

**Problems Encountered and Resources Required:**

**Finding relevant case studies:** Sourcing high-quality, current case studies that align with the curriculum required significant investment. The institute addressed this by partnering with international and local case study repositories.

**Time constraints:** Detailed case analysis can be time-consuming, particularly when coupled with the regular academic workload. To manage this, faculty scheduled additional workshops and sessions for in depth case study analysis.

**2. Title of the Practice: Leadership Development Program (LDP) for Future Business Leaders****Objectives of the Practice:**

The Leadership Development Program (LDP) is designed to cultivate essential leadership skills in MBA students, ensuring that they are well-prepared to take on leadership roles in a competitive global environment. The key objectives are:

- To enhance students' leadership potential through structured skill-building activities.
- To provide opportunities for students to engage in team-based leadership challenges and simulations.
- To develop competencies in areas such as strategic thinking, communication, emotional intelligence, and ethical decision-making.

- To foster a culture of continuous self-improvement and reflective learning among students.

### The Context:

MBA graduates are expected to take on leadership roles immediately upon entering the workforce. However, traditional academic programs often do not focus enough on cultivating leadership qualities. To address this gap, the Institute of Management Science launched the Leadership Development Program (LDP), a holistic initiative aimed at developing future business leaders by offering them a platform to practice and enhance their leadership skills.

### The Practice:

**The Leadership Development Program consists of several key components:**

**Leadership Workshops and Simulations:** Students participate in workshops that simulate real-world business leadership challenges. These simulations focus on crisis management, conflict resolution, team building, and decision-making under pressure.

**Leadership Speaker Series:** Senior executives, thought leaders, and successful entrepreneurs are invited to share their leadership journeys and insights. These interactions allow students to learn directly from seasoned professionals and gain exposure to diverse leadership styles.

**Peer Leadership Development Groups:** Students are placed into small peer groups where they are encouraged to collaborate on leadership challenges and reflect on their individual strengths and areas for growth. Group members act as both supporters and challengers in each other's development journeys.

**360-Degree Feedback and Coaching:** Students receive 360-degree feedback on their leadership competencies from peers, faculty, and industry professionals. Personalized coaching sessions are then provided to help students understand their strengths and areas for improvement, and to create action plans for leadership development.

### Evidence of Success:

**Enhanced leadership readiness:** Students who completed the LDP reported feeling more confident in their leadership abilities and were able to demonstrate stronger leadership skills during campus placements and internships.

**High employer satisfaction:** Employers hiring from the institute provided positive feedback regarding the leadership competencies of graduates, particularly in areas such as strategic thinking and team management.

**Increased student engagement:** Participation in leadership activities has fostered a sense of ownership and initiative among students, with many taking up leadership roles in student organizations and projects.

### Problems Encountered and Resources Required:

**Time management:** Balancing leadership development activities with academic workload was a challenge for some students. The institute addressed this by offering flexibility in scheduling and providing support through coaching and time management workshops.

**Resources for personalized coaching:** Offering one-on-one coaching sessions required dedicated resources, including trained leadership coaches. The institute has invested in training faculty and industry professionals to act as coaches for students.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

### 7.3.1

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

**Response:**

#### **Distinctive Performance in Industry-Academia Collaboration at the NSCT's Institute of Business Management and Research, Chakan (IBMR, Chakan)**

The NSCT's Institute of Business Management and Research, Chakan (IBMR, Chakan) has established itself as a leader in fostering industry academia collaboration, a distinctive area that aligns with its priority and thrust. This strategic focus has significantly enhanced the quality of education, research, and employability of its graduates. The following sections detail the initiatives, outcomes, and impact of IBMR, Chakan's efforts in this area.

#### **Strategic Initiatives**

**Industry Partnerships and MoUs:** IBMR, Chakan has forged strong partnerships with leading industries and corporations through Memoranda of Understanding (MoUs). These collaborations facilitate knowledge exchange, joint research projects, and internship opportunities. Notable partners include multinational corporations, local businesses, and industry associations.

**Industry-Academia Advisory Board:** The institution has established an Industry-Academia Advisory Board comprising industry leaders, academicians, and alumni. This board provides strategic guidance on curriculum development, research priorities, and skill enhancement programs, ensuring that the academic offerings are aligned with industry needs.

**Curriculum Integration:** IBMR, Chakan integrates industry-relevant content into its curriculum through guest lectures, workshops, and case studies. Industry experts are invited to share their insights and experiences, providing students with practical knowledge and exposure to real-world challenges.

**Internship and Placement Programs:** The institution has a robust internship and placement program that connects students with leading companies. These programs provide hands-on experience and enhance employability. IBMR, Chakan dedicated placement cell works tirelessly to secure internships and job placements for students, achieving impressive placement rates year after year.

**Research and Innovation Hubs:** IBMR, Chakan has established research and innovation hubs that focus on industry relevant research. These hubs encourage faculty and students to collaborate on projects that address current industry challenges. The institution also provides funding and resources to support innovative research initiatives.

#### **Outcomes and Achievements**

**Enhanced Employability:** The industry-academia collaboration has significantly improved the employability of IBMR, Chakan graduates. The practical knowledge and skills acquired through internships, industry projects, and exposure to real-world scenarios make IBMR, Chakan students highly sought after by employers. The institution boasts a high placement rate, with many students securing positions in top companies.

**Cutting-Edge Research:** Collaborative research projects have led to groundbreaking innovations and solutions to industry problems. IBMR, Chakan faculty and students have published numerous research papers in reputed journals and presented their findings at national and international conferences. These research efforts have not only advanced knowledge but also contributed to the institution's reputation as a center of excellence.

**Skill Development:** The integration of industry-relevant content into the curriculum has equipped students with the skills needed to excel in their careers. IBMR, Chakan offers specialized training programs, certification courses, and workshops on emerging technologies and management practices. These initiatives ensure that students are well-prepared to meet the demands of the modern workplace.

**Industry Recognition:** IBMR, Chakan's efforts in fostering industry-academia collaboration have been recognized by various industry bodies and organizations. The institution has received awards and accolades for its innovative approach to education and its contributions to industry-relevant research.

### **Impact on Students and Faculty**

**Student Empowerment:** The industry-academia collaboration has empowered students by providing them with opportunities to apply their knowledge in real-world settings. Students gain confidence, develop problem-solving skills, and build professional networks that benefit them throughout their careers.

**Faculty Development:** Faculty members at IBMR, Chakan benefit from industry collaborations through exposure to the latest industry trends and practices. These interactions enhance their teaching and research capabilities, enabling them to deliver high-quality education and contribute to cutting-edge research.

**Holistic Development:** The focus on industry-academia collaboration contributes to the holistic development of students. In addition to academic knowledge, students develop soft skills, such as communication, teamwork, and leadership, which are essential for career success.

### **Future Directions**

IBMR, Chakan is committed to further strengthening its industry-academia collaboration to stay ahead in the rapidly evolving educational landscape. Future initiatives include:

**Expansion of Industry Partnerships:** IBMR, Chakan plans to expand its network of industry partners to include more sectors and regions. This will provide students with a wider range of opportunities and exposure to diverse industries.

**Innovation and Entrepreneurship:** The institution aims to foster a culture of innovation and entrepreneurship by setting up an incubation center. This center will support startups and

entrepreneurial ventures by providing mentorship, funding, and resources.

**Global Collaborations:** IBMR, Chakan is exploring opportunities for global collaborations with international universities and organizations. These partnerships will facilitate student and faculty exchange programs, joint research projects, and global internships.

**Continuous Curriculum Enhancement:** IBMR, Chakan will continue to update its curriculum to reflect the latest industry trends and technological advancements. The institution will also introduce new courses and programs in emerging fields to meet the evolving needs of the industry.

### Conclusion

In conclusion, the NSCT's Institute of Business Management and Research, Chakan (IBMR, Chakan) has distinguished itself through its strategic focus on industry-academia collaboration. This priority area has significantly enhanced the quality of education, research, and employability of its graduates. The institution's efforts have resulted in numerous achievements and have had a profound impact on students, faculty, and the industry. IBMR, Chakan remains committed to further strengthening its industry-academia collaboration to continue providing high quality education and contributing to the advancement of knowledge and industry practices.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

The NSCT's Institute of Business Management and Research, Chakan (IBMR, Chakan), is dedicated to fostering an environment of academic excellence, innovation, and holistic development. Beyond the core criteria outlined in the Self-Study Report, there are several additional aspects that highlight our institution's commitment to continuous improvement and societal impact.

#### Community Engagement and Social Responsibility

IBMR, Chakan places a strong emphasis on community engagement and social responsibility. Our students and faculty actively participate in various outreach programs aimed at improving the quality of life in the surrounding communities. These initiatives include health camps, educational workshops, environmental conservation projects, and social awareness campaigns.

#### Sustainability Initiatives

Environmental sustainability is a key focus area at IBMR, Chakan. We have implemented several green campus initiatives to reduce our carbon footprint and promote sustainable practices. These include the installation of solar panels, rainwater harvesting systems, and energy-efficient lighting. Additionally, we conduct regular tree plantation drives and cleanliness campaigns to maintain a green and clean campus.

#### Technological Advancements

IBMR, Chakan is committed to leveraging technology to enhance the teaching-learning process and administrative efficiency. We have invested in state-of-the-art IT infrastructure, including high-speed internet connectivity, smart classrooms, and a comprehensive Learning Management System (LMS).

#### Research and Innovation

Research and innovation are integral to our academic culture. IBMR, Chakan encourages faculty and students to engage in cutting-edge research projects that address contemporary challenges. We have established research centers and innovation hubs that provide the necessary resources and support for high-quality research.

#### Alumni Network

Our alumni network is a valuable asset to IBMR, Chakan. We maintain strong connections with our alumni, who actively contribute to the institution's development through mentorship, guest lectures, and networking opportunities. Alumni engagement initiatives include regular reunions, webinars, and collaborative projects. The success of our alumni in various fields serves as a testament to the quality of education and training provided at IBMR, Chakan.

#### Future Plans

Looking ahead, IBMR, Chakan is committed to further enhancing its academic offerings, research capabilities, and community impact. We plan to introduce new programs in emerging fields, expand our global partnerships, and strengthen our industry collaborations. Additionally, we aim to set up an incubation center to support entrepreneurial ventures and foster innovation.



## Concluding Remarks :

The NSCT's Institute of Business Management and Research, Chakan (IBMR, Chakan), is steadfast in its commitment to providing highquality management education that fosters academic excellence, innovation, and holistic development. Through our comprehensive curriculum, state-of-the-art infrastructure, and dedicated faculty, we strive to create an enriching learning environment that prepares students for successful careers and responsible citizenship.

Our institution's strengths lie in our robust academic programs, strong industry collaborations, and vibrant research culture. We continuously seek to enhance our offerings through curriculum updates, integration of advanced technologies, and active engagement with industry and community partners. These efforts ensure that our students receive a well-rounded education that is both relevant and forward-looking.

IBMR, Chakan places a strong emphasis on inclusivity, sustainability, and social responsibility. Our initiatives in these areas reflect our commitment to creating a positive impact on society and the environment. By promoting diversity, ethical values, and sustainable practices, we aim to develop leaders who are not only skilled professionals but also conscientious global citizens.

The preparation of this Self-Study Report has been a collaborative effort, involving contributions from faculty, staff, students, alumni, and industry partners. This process has provided us with an opportunity to reflect on our achievements, identify areas for improvement, and set strategic goals for the future. We are confident that the insights gained from this exercise will guide us in our continuous journey towards excellence.

As we submit this SSR for NAAC accreditation, we look forward to the valuable feedback and recommendations from the accreditation process. We believe that this assessment will further inspire us to uphold our standards of quality and pursue new avenues for growth and development.

In conclusion, the NSCT's Institute of Business Management and Research, Chakan (IBMR, Chakan), remains dedicated to its mission of nurturing future leaders through a commitment to academic excellence, innovation, and holistic development. We are excited about the future and remain steadfast in our pursuit of creating a transformative educational experience for our students.