



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**IPS ACADEMY, INSTITUTE OF BUSINESS  
MANAGEMENT AND RESEARCH, INDORE, MP**

IPS ACADEMY, INSTITUTE OF BUSINESS MANAGEMENT AND RESEARCH,  
KNOWLEDGE VILLAGE, A.B. ROAD, RAJENDRA NAGAR, INDORE, M.P.  
452012

<https://ibmr.ipsacademy.org>

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**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**November 2021**

# **1. EXECUTIVE SUMMARY**

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## **1.1 INTRODUCTION**

IPS Academy, Institute of Business Management and Research, Indore was established in 1994. It is one of the Central India's leading Business School. It is promoted by Indore Education & Services Society and headed by president Ar. Achal K. Choudhary an alumni of IIT Kharagpur.

It is situated at the prime location on Agra-Bombay Road in a clean and green environment in the outskirts of Indore City. The campus is well connected with transport system from all parts of the city. The academy is spread over 60 acres of land with lush green campus and is situated in the semi-urban area of Indore city. The campus is appropriately named as "Knowledge Village". The institute caters to the needs of higher education for nearly 2000 students from all parts of country.

The institute is approved by AICTE New Delhi and Department of Technical and Higher Education, Madhya Pradesh, Bhopal and is affiliated to Devi Ahilya Vishwavidhalaya (DAVV), Indore. It is a self-financed institution.

The institute is also recognized by UGC under section 2(f) and 12 (b). It is also a recognized research Centre facilitating research scholars in pursuing doctoral work in Management & Economics under the edges of Devi Ahilya Vishwavidhalaya (DAVV), Indore.

Institute has determined to impart world-class management education along with achieving academic and professional excellence. This never-ending quest for knowledge attainment and goal to transform the young minds to future ready managers and leaders made the institute to strive continuously for the development of the students.

IPS Academy, Institute of Business Management and Research has been ranked in top 100 Business Management Institutes of India by Ministry of Education, Government of India in the National Institutional Ranking Framework (NIRF), for five consecutive years since 2017, under Rank-Band: 76-100. It has also been consistently ranked amongst number one B-School in Central India and categorized under top 50 business schools in India by various leading rating agencies.

The driving force behind the pedagogies of the institute is on cultivating a mindset that help students to become proactive learners and be a positive catalyst to change.

### **Vision**

IPS Academy, Institute of Business Management and Research, aims to be a global Business School striving academic and professional excellence nurturing value driven professionals who can rise to the expectations of corporate world and society.

### **Mission**

To provide innovative and socially responsible manager leaders who are capable of managing change in a competitive environment, can fulfill the current and future demands of industry and to foster research culture in close interaction with the corporate world.

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

### Institutional Strength

1. Since its inception, the institute gradually flourished and earned a name amongst top B-schools of central India. State-of-the-art infrastructure and use of modern pedagogical approaches, the institute has attracted meritorious students across country for both graduate and post graduate programs.
2. Around 70% of the educators are Ph.Ds along with excellent experience records and 25% faculty members here are recognized as distinguished research guides under Devi Ahilya Vishwavidyalaya, Indore.
3. The institute believes in holistic development of the students by giving them opportunities to learn through various value-added courses and seeking hands-on training.
4. The institute has zero tolerance policies and is strictly monitored through various committees on ragging, biasness over gender, women's security and sexual harassment.
5. The institute considers health and safety of the employees and students are at priority. The campus is equipped with state of art Infirmery and 24 X 7 hours available ambulance.
6. In the university examinations, our students have scored excellent marks and top merit positions over the years.
7. The institute is equipped with state-of-the-art infrastructure like large sports ground, swimming pool, horse riding ground, Rifle shooting area, hostel for girls, guest house, mess, canteen and huge parking area, well-equipped computer laboratories and language laboratories.
8. Our Career Management Group sets a benchmark across the central India, when it comes to campus placements. As a result of excellent training and development program run by the institute, every year the students remain first choice of many reputed International and National recruiters with high on-campus placement packages.
9. Under the Institutional Social Responsibility, the institute has taken initiatives for environmental cognizance like waste water recycling, bio-degradable waste management, plastic recycling, napkin incineration and rain water harvesting ozonizers for pure water. Under the philosophy of promoting the sustainable living for all these energy conservation measures are taken. The hostels are equipped with solar water heaters and academy has also installed four solar power plants each having 30 KW capacities.
10. The institute is having 100% admissions in many courses over the years.

### **Institutional Weakness**

1. The institute has to abide by the regulations, curriculum and examinations schedule of the affiliating University which restricts its ability to form own curriculum and examination system. This acts as a limitation for the institute for not being able to introduce and run new courses, which are the demand of time in present day scenario.
2. As it is a university affiliated institution, there is a lack of autonomy in the admission processes of under graduate and post graduate courses.
3. The students coming from non-commerce background and from remote locations with no exposure of the domain; requires extra efforts by the institute to bring them at par with other students. The institute runs special bridge classes for these students.
4. Poor communication skills of the students is also a big challenge in these times but the institute is thriving hard to cope-up with this short coming by running various value-added and training & development programmes for the students.
5. There is no Centre for Intellectual Property Rights.
6. The institute lacks patents.
7. There is a lack of hostel accommodation for boys within the campus.
8. Government regulations on fee structure does not allow institute to charge fees in Post Graduate programme at par with other self-finance B-Schools of national repute.
9. As it is an university affiliated institute, there is lack of autonomy in the revision of the curriculum.

### **Institutional Opportunity**

1. The institute is firmly looking and working upon signing more Memorandum of Understanding (MoUs) with the industry partners to enhance the industry-academia liaisons for preparing the students for better placements and to make them future ready.
2. In order to enhance the employability of the students, the institute is planning to run new value-added courses based on skills development.
3. Looking at the current upsurge in the use of online mode of pedagogical methodologies, institute is further planning to upgrade the classrooms to high-tech classrooms to facilitate teaching through modern tools and techniques.
4. The institute is firmly working upon harnessing the potential of government and industrial sponsored research and consultancy projects.
5. In order to inculcate the skill-based education among the students, the institute is also in process of starting

skill based, short-term diplomas and certificate programs through online mode for business professionals, managers, executives, self-employed professionals, alumnus and students.

6. The institute is a firm believer of continuous improvement at all levels, it is having a well-developed feedback system in order to strengthen the performance and deliveries of the faculty members and the students.

### **Institutional Challenge**

1. University restrictions on curriculum, examinations, internal assessment and introduction of new courses.
2. To provide employment to all the students with high salary packages.
3. To provide better opportunities to the students who wish to have higher education.
4. In the present-day times, developing ethical values among the students acts as a bigger challenge.
5. Recruiting and selecting quality and experienced faculty members from PAN India region is a major challenge due to varied external factors.
6. Foreign institutions are foreseen to enter the education domain with huge investment capabilities.
7. Another challenge is large number of private and deemed universities are entering in the state and also in Indore.
8. Indore being the first among the Indian cities for the cleanliness under Swachh Bharat Mission, this increases the responsibility and accountability to enhance the awareness towards environment and cleanliness among our students and others in the campus.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The Institute's motto "Knowledge, skills, values" lays a robust foundation for furnishing all the academic and social responsibilities. The institute is committed to provide quality education in accordance with its vision and mission of generating future-ready managers and young entrepreneurs with academic, social and emotional excellence. It inspires intellectual and personal growth in the students, preparing them for meaningful and ethical contributions to a diverse and global society.

The Internal Quality Assurance Cell (IQAC) plays a vital role in the implementation of curricular, co-curricular and extra-curricular activities throughout the year. Academic calendar planned at the beginning of the academic year is implemented successfully in the whole academic year.

Effective curriculum delivery is ensured to nurture and maintain conducive environment for academic excellence, research and entrepreneurship which prepares globally competent and socially responsible citizens.

We ignite the passion for learning among our students and teachers by organizing regular workshops, conferences, seminars, expert lectures, debates, industrial visits, providing platform for innovative thinking through regular classroom teaching and learning with maximum use of ICT enriched with e-resources for their overall development.

Final semester students of PG classes undergo research projects which is mandatory in the affiliating University curriculum. If the research work performed is up to the mark, then the supervisor/guide send it for publication in some of journals/reputed magazines with student's name as one of the authors.

Formal and informal feedbacks on curriculum taken from Students, Parents, Employers, Alumni and Faculty Members are analyzed and course delivery and syllabus completion are monitored and reviewed periodically to make our students industry ready.

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

In the classroom teaching, student-centric methodologies are adopted, whereas students with rural background are taken care for their inadequacies in the language and the subject matter. Classes are always a mixture of fast learners and slow learners; it is therefore, the responsibility of every teacher to teach at a level such that students from either category do not feel neglected. As the Institute is located in hindi speaking belt, english language lab, personality development classes are conducted for such students.

Bridge and remedial classes are also conducted for technical/practical subjects. For advanced learners students institute provides a platform where students are given corporate consultancy to work on with the help of faculty mentors. As the institute is 27 year old with large alumni base institute has very good corporate relations and therefore is able to attract large number of specialized professionals in expert lectures, seminars, workshops etc. The institute has area specific clubs which focuses on specific areas like marketing, finance, HRM, operations, information technology, international business, economics etc.

Use of ICT and library material both in the form of text books and in digital form is encouraged. Library provides the facility of web-OPAC for the users. Various teaching pedagogy is used including experiential learning through case study, research projects, field projects, presentations and Quizzes.

Students and teachers can access e-resources KNIMBUS, CMIE, J-GATE, DELNET, N-LIST, Pearson's E-books, NPTEL lecture videos which serve as a knowledge resource center.

As far as the evaluation process is concerned college being affiliated with Devi Ahilya University Indore, adheres to the norms of university and Department of Higher Education. Internal assessment of the UG and PG students is done through classroom presentations, tests, quizzes, problem solving sessions and assignments. Internal marks are sent online to the university to be included in their mark sheets. Complete transparency and confidentiality are maintained in this regard.

External evaluation of the students is done by the university at the end of semester. It is a transparent and central evaluation system where the answer sheets are coded and finally de-coded to minimize the malpractices at the evaluation level.

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

The institute encourages and facilitates the faculty members to do research work and publish their research in national and international journals and conferences. The institute also provides financial aids and sponsorships for publishing their research work in reputed national and international journals. Research paper published in international journals and National/ UGC approved journals is awarded with Rs. 8000 and Rs. 3000 respectively. Quality research work by the post graduate students is also sent for publication in the research journals/magazines of high repute.

The institute is a Ph.D Research Centre recognized by Devi Ahilya Vishwavidyalaya, Indore under the faculty of Management and Economics. Currently 17 faculty members of the institute are registered Ph. D. Guide, 40 Ph.Ds. are awarded and currently, 28 research scholars are registered with the institute for Ph.D.

The institute has its own peer reviewed Journal – “Unnayan - IBMR” with ISSN 2349-6622 for print and E-ISSN 2349-7165 for online version.

In the institute, academic atmosphere is conducive to facilitate research activities and publishing. This resulted into the publication of 306 research papers in peer reviewed journals with high impact factor during the last five years. The number of publications in the conference proceedings during the same period is 127.

Under the initiative of Institutional Corporate Social Responsibility (ICSR), the teachers and the students participate and contribute in various activities under the aegis of NSS and NCC. The academy has adopted five villages, the faculty members & students visit periodically in these villages and educate villagers for better health, hygiene and environment. During the visits, the students enlighten villagers about the importance of educating their children and also not to believe in malpractices and superstitions.

The institute is also engaged in various social activities like Blood donations, Old age home visits, seminars for the school drop outs. Balmitra and Gyan Vistar are few CSR activities where the students of the institute take free classes for under privileged children. About 1500 students participated in these CSR activities in last five years.

### **Infrastructure and Learning Resources**

The institute is situated on a lush green 60 acre campus with humongous state-of-the-art infrastructure to cater all requirements of students, staff and faculty members. Institute is equipped with all modern amenities, spacious and ventilated classrooms with provision for audio-visual teaching aids and internet enabled computer labs. The institute also has two seminar halls, three auditoriums, two board rooms for conferences, expert lectures and other activities. A 1500 seating capacity huge open-air theatre with sliding roof for mega events. The institute has 600 seating dining hall, modern kitchen with RO filtered water supply for everyone. The girls' hostel is also furnished with all modern amenities. The napkin vending and incineration machines are also instated in girl's hostel and in the institute.

The institute has a colossal library with plethora of books and periodicals journals. The library is armed with the facilities for bar code label generation. In the library, CCTV cameras and electronic security gate is also installed and all books are embedded with magnetic strip in order to nullify the chances of theft and damage. The facility of e-library is provided for the students and faculty members to browse e- learning resources and internet. The entire library is Wi-Fi enabled and it is also equipped with E- resources like KNIMBUS, CMIE, J-GATE, DELNET, N-LIST, Pearson's E-books, NPTEL lecture videos

The institute has three computer labs with 200 computers. The entire institute operates on ERP software this software is used to take attendance, collect students' feedback, provide assignments, share notices, conduct online tests etc.

Games and sports play an important role in the overall development of students of any institution. The institute has swimming pool, badminton court and table tennis court, with two lawn Tennis courts, two basketball courts along with Cricket, Hockey and Football grounds. Horse riding arena and rifle shooting range are also offered by the institute to the students.

To keep campus clean and green, the institute has water harvesting system, water recycling plant and poly bag's recycling plant. There are two solar power units (30KW) to supplement our electricity requirements in campus.

### **Student Support and Progression**

The Institute is committed to provide all kinds of support to the students viz. financial, capability enhancement, placement, awards and medals for outstanding performers.

Institute provides financial support to economically weaker students by waving a part of tuition fee and about 300 students are benefited in last five years, in addition to the financial support from state and central governments to SC, ST and OBC students. Scholarship is also given to young talents in sports field.

With the inception of classes and new session, faculty coordinators and mentors are appointed for each class. They work like the true mentors and facilitators for the students to develop the cordial relation with students and address to their problems along with providing solutions to them.

The institute constituted various committees viz. student grievance and redressal committee, women's grievance cell, guidance and career counseling cell to address and to provide students platform for their problems being heard and solved.

The institute has a student council which is formed every year. This council represent each program offered in the institute and ensure equal gender ratio of boys and girls in its constitution. The student council conduct the student management and cultural fest Flames & Blossoms along with other activities. The students also show their representation in various committees like Anti ragging , cultural, placement coordination , library, industrial visit and tour committee.

In order to cater the requirements of the industry and to increase the employability of students, the institute conducts several value-added courses and programmes viz. soft skills development classes, language lab classes, Psychology classes, remedial classes, yoga and meditation sessions, ICT and computer skills absolutely free of charge.

The teacher-guardian meetings are organized to keep the parents/guardians of the students aware about the academic progress.

The institute can boast of the achievements of its placement cell. It brings prominent companies for campus selection of our students. In addition to conduct campus recruitment, the placement cell also runs training classes on communication, personality development and soft skills to bring the students at desired level.



Entrepreneurship for students is another area to explore by placement cell.

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

The institute was started by the Indore Education and Services Society and it has governing body constituted from distinguished members from various fields, viz. education, administration, sports persons and also includes government official from Higher Education Department, two teacher representatives and university representative. This governing body meets at least twice a year and take account of all the institute activities.

Management committee of the academy is headed by the President and includes a vice president, secretary, joint-secretary, treasurer and a donor member with principal of the academy as an ex-officio member. The managing committee is responsible to arrange and manage the finances. An annual budget is prepared by IPSA IBMR and is approved by the management. Accounts section is responsible for the receiving and disbursement of funds as approved by the management. For every financial year a balance sheet is prepared and approved by a chartered accountant appointed by the managing committee.

The head of the institution is the Director who looks after all the administrative activities in collaboration with the head of various committees constituted for different activities. In this way, the governance of the institution is decentralized so that most of the faculty members and staff becomes a vital and active part of the administration.

Periodical meetings of all the heads of managing committee are conducted during the academic session to review the overall progress of academics. Suggestions from the members are invited, discussed and adopted.

The IQAC headed by the director and this committee is responsible for establishing the coordination with all the committees in the implementation of all the academic and administrative decisions.

It is worth mentioning that the campus is ragging free and the students' union elections are run peacefully every year and for this the credit must go to the governance of the college authorities and students equally.

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

- Under the project “Vidhyadaan”, the Institute has associated with five villages for the development of underprivileged section of the society.
- Concession in fee is provided to the ward of the employees.
- A financial help of Rs. 5000/- per year is also provided to Class IV employees for medical, marriage of the kids. Loan facility from the in-house cooperative bank on nominal interest rates is also available to them.
- Educational loan facility for students from the in house Cooperative Bank on nominal rate of interest .
- The Institute has strong security measures with CCTV cameras installed at all important places and also has full time security guards for the required safety and security.
- Regular visits in the campus by the nominated faculties of the various committees like anti- ragging committee, women’s grievance cell, sexual harassment cell under the zero-tolerance policy.
- Towards environment cognizance, variety of trees in large numbers are planted in the campus every year.
- Under the “Swachh Bharat Abhiyan” campaign, the Institute maintains the cleanliness and hygienic

conditions in the whole campus.

- For the eco-friendly environment, the Institute is equipped with two solar power plants, four solar water heaters in the girl hostels.
- Energy conservation is practiced by using LED bulbs and tube lights in most of the places.
- Biodegradable waste from the mess is converted into manure by chemical process in the campus itself.
- Waste water recycle plant provides bacteria free water to be used in the toilets and the gardens. Provision for rain water harvesting is also there in the Institute.
- The Institute has tie-up with the company “Unique Eco Recycle,” to manage our E-waste.
- The Institute and various departments are supplied with RO water for drinking purpose.

NAAC

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |  |
|---------------------------------|--|
| Name                            | IPS ACADEMY, INSTITUTE OF BUSINESS MANAGEMENT AND RESEARCH, INDORE, MP   |
| Address                         | IPS Academy, Institute of Business Management and Research, Knowledge Village, A.B. Road, Rajendra Nagar, Indore, M.P. |
| City                            | Indore   |
| State                           | Madhya Pradesh   |
| Pin                             | 452012   |
| Website                         | <a href="https://ibmr.ipsacademy.org">https://ibmr.ipsacademy.org</a>  |

| Contacts for Communication |                      |                         |            |     |                          |
|----------------------------|----------------------|-------------------------|------------|-----|--------------------------|
| Designation                | Name                 | Telephone with STD Code | Mobile     | Fax | Email                    |
| Director                   | Vivek Singh Kushwaha | 0731-4014783            | 9302104761 | -   | naac.ibmr@ipsacademy.org |
| IQAC / CIQA coordinator    | C.k. Goyal           | 0731-4014789            | 9179098789 | -   | hod.ibmr@ipsacademy.org  |

| Status of the Institution |         |
|---------------------------|---------|
| Institution Status        | Private |

| Type of Institution |              |
|---------------------|--------------|
| By Gender           | Co-education |
| By Shift            | Regular Day  |

| Recognized Minority institution            |    |
|--|----|
| If it is a recognized minority institution | No |

| <b>Establishment Details</b>   |  |                                       |                           |                 |
|--|--|---------------------------------------|---------------------------|-----------------|
| Date of establishment of the college   |  | 01-01-1994                            |                           |                 |
| <b>University to which the college is affiliated/ or which governs the college (if it is a constituent college)</b>        |  |                                       |                           |                 |
| <b>State</b>   | <b>University name</b>   | <b>Document</b>                       |                           |                 |
| Madhya Pradesh   | Devi Ahilya Vishwavidyalaya  | <a href="#">View Document</a>         |                           |                 |
| <b>Details of UGC recognition</b>  |  |                                       |                           |                 |
| <b>Under Section</b>   | <b>Date</b>  | <b>View Document</b>                  |                           |                 |
| 2f of UGC  | 29-06-2020   | <a href="#">View Document</a>         |                           |                 |
| 12B of UGC   | 29-06-2020   | <a href="#">View Document</a>         |                           |                 |
| <b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b> |  |                                       |                           |                 |
| <b>Statutory Regulatory Authority</b>  | <b>Recognition/Approval details Institution/Department programme</b> | <b>Day,Month and year(dd-mm-yyyy)</b> | <b>Validity in months</b> | <b>Remarks</b>  |
| AICTE  | <a href="#">View Document</a>  | 02-07-2021                            | 12                        | Annual Approval |

| <b>Details of autonomy</b>   |    |
|--|----|
| Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges? | No |

| <b>Recognitions</b>   |    |
|---|----|
| 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 |

| <b>Location and Area of Campus</b> |  |                  |                             |                                 |
|------------------------------------|--|------------------|-----------------------------|---------------------------------|
| <b>Campus Type</b>                 | <b>Address</b>   | <b>Location*</b> | <b>Campus Area in Acres</b> | <b>Built up Area in sq.mts.</b> |
| Main campus area                   | IPS Academy, Institute of Business Management and Research, Knowledge Village, A.B. Road, Rajendra Nagar, Indore, M.P. | Urban            | 60                          | 7648.75                         |

## 2.2 ACADEMIC INFORMATION

| <b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b> |                                 |                           |                            |                              |                            |                                |
|---|---------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| <b>Programme Level</b>  | <b>Name of Programme/Course</b> | <b>Duration in Months</b> | <b>Entry Qualification</b> | <b>Medium of Instruction</b> | <b>Sanctioned Strength</b> | <b>No.of Students Admitted</b> |
| UG  | BBA,Management                  | 36                        | HSSC                       | English                      | 60                         | 48                             |
| UG  | BA,Management                   | 36                        | HSSC                       | English                      | 60                         | 4                              |
| UG  | BBA,Management                  | 36                        | HSSC                       | English                      | 300                        | 222                            |
| PG  | MBA,Management                  | 24                        | GRADUATION                 | English                      | 420                        | 420                            |
| PG  | MBA,Management                  | 24                        | GRADUATION                 | English                      | 60                         | 60                             |
| PG  | MBA,Management                  | 24                        | GRADUATION                 | English                      | 60                         | 60                             |
| PG  | MBA,Management                  | 24                        | GRADUATION                 | English                      | 60                         | 13                             |
| PG  | MBA,Management                  | 24                        | GRADUATION                 | English                      | 60                         | 8                              |
| Doctoral (Ph.D)   | PhD or DPhil,Management         | 36                        | POST GRADUATION            | English                      | 25                         | 25                             |
| Doctoral (Ph.D)   | PhD or DPhil,Management         | 36                        | POST GRADUATION            | English                      | 3                          | 3                              |

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

| <b>Teaching Faculty</b>   |                  |        |        |       |                            |        |        |       |                            |        |        |       |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
|   | <b>Professor</b> |        |        |       | <b>Associate Professor</b> |        |        |       | <b>Assistant Professor</b> |        |        |       |
|   | Male             | Female | Others | Total | Male                       | Female | Others | Total | Male                       | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 12               |        |        |       | 20                         |        |        |       | 43                         |        |        |       |
| Recruited   | 9                | 3      | 0      | 12    | 10                         | 10     | 0      | 20    | 14                         | 29     | 0      | 43    |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 12               |        |        |       | 20                         |        |        |       | 43                         |        |        |       |
| Recruited   | 9                | 3      | 0      | 12    | 10                         | 10     | 0      | 20    | 14                         | 29     | 0      | 43    |
| 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              |             |               |               | 13           |
| Recruited   | 11          | 2             | 0             | 13           |
| Yet to Recruit  |             |               |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 13           |
| Recruited   | 11          | 2             | 0             | 13           |
| 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              |             |               |               | 2            |
| Recruited   | 2           | 0             | 0             | 2            |
| Yet to Recruit  |             |               |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 2            |
| Recruited   | 2           | 0             | 0             | 2            |
| Yet to Recruit  |             |               |               | 0            |

**Qualification Details of the Teaching Staff**

| <b>Permanent Teachers</b>    |                  |               |               |                            |               |               |                            |               |               |              |
|------------------------------|------------------|---------------|---------------|----------------------------|---------------|---------------|----------------------------|---------------|---------------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |               |               | <b>Associate Professor</b> |               |               | <b>Assistant Professor</b> |               |               | <b>Total</b> |
|                              | <b>Male</b>      | <b>Female</b> | <b>Others</b> | <b>Male</b>                | <b>Female</b> | <b>Others</b> | <b>Male</b>                | <b>Female</b> | <b>Others</b> |              |
| D.sc/D.Litt.                 | 0                | 0             | 0             | 0                          | 0             | 0             | 0                          | 0             | 0             | 0            |
| Ph.D.                        | 9                | 3             | 0             | 10                         | 10            | 0             | 2                          | 19            | 0             | 53           |
| M.Phil.                      | 0                | 0             | 0             | 0                          | 0             | 0             | 0                          | 0             | 0             | 0            |
| PG                           | 0                | 0             | 0             | 0                          | 0             | 0             | 12                         | 10            | 0             | 22           |

| <b>Temporary Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt.                 | 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            |

| <b>Part Time Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt.                 | 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            |

| <b>Details of Visting/Guest Faculties</b>                         |             |  |               |  |              |
|---|-------------|--|---------------|--|--------------|
| <b>Number of Visiting/Guest Faculty engaged with the college?</b> | <b>Male</b> |  | <b>Female</b> |  | <b>Total</b> |
|   |             |  |               |  |              |
|   | 10          |  | 2             |  | 12           |

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



| Programme                  |        | From the State<br>Where College<br>is Located | From Other<br>States of India | NRI Students | Foreign<br>Students | Total |
|----------------------------|--------|---|-------------------------------|--------------|---------------------|-------|
| Certificate /<br>Awareness | Male   | 479   | 36                            | 0            | 0                   | 515   |
|                            | Female | 294   | 27                            | 0            | 0                   | 321   |
|                            | Others | 0   | 0                             | 0            | 0                   | 0     |
| Doctoral (Ph.D)            | Male   | 0   | 0                             | 0            | 0                   | 0     |
|                            | Female | 1   | 0                             | 0            | 0                   | 1     |
|                            | Others | 0   | 0                             | 0            | 0                   | 0     |
| PG                         | Male   | 278   | 29                            | 0            | 0                   | 307   |
|                            | Female | 230   | 24                            | 0            | 0                   | 254   |
|                            | Others | 0   | 0                             | 0            | 0                   | 0     |
| UG                         | Male   | 190   | 7                             | 0            | 0                   | 197   |
|                            | Female | 56  | 3                             | 0            | 0                   | 59    |
|                            | Others | 0   | 0                             | 0            | 0                   | 0     |

| <b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b> |        |               |               |               |               |
|--|--------|---------------|---------------|---------------|---------------|
| <b>Programme</b>   |        | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> |
| SC   | Male   | 8             | 14            | 9             | 15            |
|  | Female | 6             | 4             | 10            | 4             |
|  | Others | 0             | 0             | 0             | 0             |
| ST   | Male   | 7             | 6             | 2             | 4             |
|  | Female | 3             | 0             | 2             | 1             |
|  | Others | 0             | 0             | 0             | 0             |
| OBC  | Male   | 155           | 152           | 152           | 136           |
|  | Female | 80            | 74            | 69            | 64            |
|  | Others | 0             | 0             | 0             | 0             |
| General  | Male   | 291           | 299           | 320           | 360           |
|  | Female | 196           | 261           | 242           | 213           |
|  | Others | 0             | 0             | 0             | 0             |
| Others   | Male   | 39            | 30            | 36            | 32            |
|  | Female | 32            | 35            | 25            | 34            |
|  | Others | 0             | 0             | 0             | 0             |
| <b>Total</b>   |        | <b>817</b>    | <b>875</b>    | <b>867</b>    | <b>863</b>    |

## Extended Profile

### 1 Program

#### 1.1

Number of courses offered by the Institution across all programs during the last five years

| 2020-21                              | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|--------------------------------------|---------|-------------------------------|---------|---------|
| 287                                  | 263     | 202                           | 202     | 202     |
| File Description                     |         | Document                      |         |         |
| Institutional data prescribed format |         | <a href="#">View Document</a> |         |         |

#### 1.2

Number of programs offered year-wise for last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 10      | 9       | 7       | 7       | 7       |

### 2 Students

#### 2.1

Number of students year-wise during last five years

| 2020-21                                 | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 1866                                    | 1913    | 1880                          | 1756    | 1568    |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

#### 2.2

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 612     | 581     | 512     | 512     | 512     |

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

### 2.3

#### Number of outgoing / final year students year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 805     | 774     | 729     | 635     | 594     |

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

## 3 Teachers

### 3.1

#### Number of full time teachers year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 75      | 75      | 76      | 76      | 77      |

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

### 3.2

#### Number of sanctioned posts year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 75      | 75      | 76      | 76      | 77      |

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

## 4 Institution

### 4.1

#### Total number of classrooms and seminar halls

**Response: 33**

**4.2**

**Total Expenditure excluding salary year-wise during last five years ( INR in Lakhs)**

| 2020-21    | 2019-20   | 2018-19   | 2017-18   | 2016-17   |
|------------|-----------|-----------|-----------|-----------|
| 1000.69616 | 855.81183 | 637.53748 | 310.45917 | 336.74716 |

**4.3**

**Number of Computers**

**Response: 300**

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## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 1.1 Curricular Planning and Implementation

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

###### Response:

**IPS Academy, Institute of Business Management and Research** has decent academic records and believes in achieving progressive results through well-planned processes. The institute adheres to the curriculum prescribed by the Devi Ahilya University, Indore. Apart from this, the institute has its own strategized ways and means to strengthen the teaching learning process, which are as follows:

- Academic activities are planned well in advance before the commencement of the academic session. An *academic calendar* in alignment with the University academic calendar and institutional activities is prepared accordingly.
- The *time table* is shared with the concerned faculty members well in advance and also displayed on the departmental notice boards for the information of the students.
- All the faculty members are required to prepare their respective *Lesson plans* along with course outcomes, program outcomes and learning outcomes at the beginning of the semester and to ensure that appropriate learning-teaching material (resources) are available for the students. Furthermore we strict to the lesson plans and ensure that the timely completion of the sullabus is done as per the lesson plan. A *lesson plan report* is also generated to analyse the syllabus completion status.
- Periodic internal class room tests with question papers designed to project the *learning outcome* of the students.
- The final semester students at UG and PG level are required to complete a *project work* which is a mandatory part of their academic curriculum.
- Expert lectures, seminars, industrial visits (interactive) and training programs, especially, for personality development and communication skills are one of the prominent features of our *co-curricular activities*. Modern methods and techniques are used by faculty members for teaching which include Google class room, recorded lectures, Feedback through Recorded presentations, usage of digital media for submission of assignments.
- *Bridge classes* for new students and *Remedial classes* for weaker students are conducted.
- The *IQAC* plays an important role in the accomplishment of curricular, co-curricular and extracurricular activities of the department
- Outcome based approach is adopted for the effective delivery of the curriculum
- *Case studies, Presentation and Role plays* are intregal part of the curriculum.
- At the end of each semester all faculty members submit relevant documents like subject file, course file, attendance register, lecture plan to the admin department.
- For the efficient teaching-learning process, the department is equipped with state of the art library.

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

### 1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

#### Response:

An academic calendar in accordance with the affiliating University (Devi Ahilya University, Indore) is planned at the commencement of the session and is uploaded on the college website and also given to the students, faculty and staff members for their information. The department complies with the said calendar, which includes the following details:

1. Invocation Ceremony Schedule
2. Date of commencement of Classes
3. List of holidays
4. Value added classes schedule
5. Bridge classes.
6. Conference, Seminars, Workshops, Expert sessions schedule
7. Sports and Cultural activities schedule
8. Internal exam schedule
9. Industrial visit schedule
10. Remedial classes schedule
11. Semester break schedule
12. Preparatory break schedule
13. External (University exam) exam schedule
14. Internship Schedule
15. Educational tour schedule
16. Total number of working days in an academic session
17. Total number of teaching days in an academic session

At the beginning of the session, subjects are allotted to faculty members as per their expertise field. Internal evaluation scheme is decided in the departmental meeting of faculty members and exam coordinators with the director of the institute as per the instructions given by the affiliating university. This internal evaluation scheme is communicated to all the students at the time of first class. The schedules of internal assessments are also communicated to students and faculty in the beginning of the semester through institute academic calendar.

For the award of the internal assessment marks our institute has been continuously reforming the evaluation system. They are put through a series of rigorous evaluation techniques, which includes Internal assessment examinations, Quiz, Presentations and Assignments which has been conducted for each course in each semester.

Due to exam schedule of the affiliating University, some events scheduled in the academic calendar need to be rescheduled. Then students are informed via notices, announcements in the class, telephone and via e-mail.

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

**1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years**

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

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

| File Description   | Document                      |
|--|-------------------------------|
| Institutional data in prescribed format  | <a href="#">View Document</a> |
| Details of participation of teachers in various bodies/activities provided as a response to the metric | <a href="#">View Document</a> |
| Link for Additional information  | <a href="#">View Document</a> |

## 1.2 Academic Flexibility

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

**Response:** 70

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

**Response:** 7

| File Description                                   | Document                      |
|--|-------------------------------|
| Minutes of relevant Academic Council/ BOS meetings | <a href="#">View Document</a> |
| Institutional data in prescribed format            | <a href="#">View Document</a> |
| Link for Additional information                    | <a href="#">View Document</a> |

**1.2.2 Number of Add on /Certificate programs offered during the last five years**



**Response:** 49

**1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 30      | 5       | 5       | 5       | 4       |

| File Description  | Document                      |
|---|-------------------------------|
| List of Add on /Certificate programs                                    | <a href="#">View Document</a> |
| Brochure or any other document relating to Add on /Certificate programs | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |
| Link for Additional information   | <a href="#">View Document</a> |

**1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years**

**Response:** 100

**1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1866    | 1913    | 1880    | 1756    | 1568    |

| File Description  | Document                      |
|---|-------------------------------|
| Details of the students enrolled in Subjects related to certificate/Add-on programs | <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 into the Curriculum**

**Response:**

Institute is working on 360 degree development of students along with ensuring outcome based Learning.

The subjects taught to students create awareness on Environment and Sustainability, issues related to gender Sensitivity, building human values and Professional Ethics following courses describe these issues.

### **Environment & Sustainability**

The course curriculum aids as a supporting factor by incorporating subjects in varied semesters like-

- Business Laws' *BBA*(Foreign Trade) Semester *I* ,
- Business Environment' *BBA* Semester *II*,
- Indian Ethos in Management' *BBA* Semester *IV*
- The University Grants Commission(UGC) proposed 'Environmental Studies' as a mandatory Subject for *BBA* Semester *IV*
- Study of Environment' *BA Economics II* year
- Environmental Economics: Theory and Application' *BA Economics II* year

### **Gender sensitivity and Professional**

#### **Ethics**

The same applies for post graduate students as well wherein-

- Business Ethics and Indian Ethos in Management is a compulsory subject for students of [*MBA* (Full Time) Semester *II* and
- Business Ethics and Environment' for students of *MBA* (International Business) Semester *IV*] and *MBA* (Business Environment) Semester *IV* so as to develop understanding of Business ethics and be future ready to resolve ethical dilemmas.
- Subjects like 'Social Psychology' for *MBA* (Full Time) Semester *III* HR specialization students helps them understand the concepts of Emotional stability, Gender sensitivity and Stress Management
- Gender Economics *B.A* (Economics) *I* year.

Along with the outcome based Teaching-Learning System, IPS Academy, **IBMR** believes in incorporating holistic approach in students by practicing Environment Friendly initiatives on campus, such as:

### **Environment Sustainability**

- Strict segregation of garbage is being done in the campus through positioning of litters bins of different colors at varied points on campus.
- Solar power plant of 30KW is installed in the campus.
- LEDs are being used extensively in campus to save energy.
- Plastic recycling plant is installed in the campus to prepare plastic granules.
- A Compost pit is made for collecting biodegradable waste from the Institutes mess and the chemical free manure so obtained is used in the gardens.
- Rain water harvesting is done to maintain water level in the soil.
- Regular plantation of trees in campus is done to increase the green cover.
- Relocation of 200 year old banyan tree from Palasia square and other trees in the campus from different locations of Indore.

## Human Values

Various CSR Activities are conducted throughout the year to make students realize Ethics and value system. Some of activities include: Muskan, Joy of Giving initiative, a frequent visit to old age homes, orphanages and government hospitals, etc., Also students are encouraged to participate in NSS Camp activities, extracurricular activities like Nukaad- Natak, Role Play or Flash mobs that creates social awareness among youth.

Human Values and Professional Ethics issues are detailed in these curriculum

- Sociology/ Psychology *B.A Economics II year*
- Organization Behaviour *MBA Full time I semester*
- Business Communication *MBA Full time I semester*
- Human Resource Management' *(MBA Full time II semester*
- Business Ethics and Indian Ethos in Management [*MBA (Full Time) Semester II*
- Industrial relations and Legislations *MBA(Fulltime) Semester III*
- Social Psychology *MBA III Semester*
- Training And Development *MBA IV Semester*

| File Description  | Document                      |
|---|-------------------------------|
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

### 1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

**Response:** 2.73

#### 1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 7       | 6       | 6       | 6       | 6       |

| File Description  | Document                      |
|---|-------------------------------|
| Programme / Curriculum/ Syllabus of the courses   | <a href="#">View Document</a> |
| MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship | <a href="#">View Document</a> |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses  | <a href="#">View Document</a> |

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

**Response:** 48.98

#### 1.3.3.1 Number of students undertaking project work/field work / internships

Response: 914

| File Description  | Document                      |
|---|-------------------------------|
| List of programmes and number of students undertaking project work/field work/ /internships | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

## 1.4 Feedback System

**1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni**

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

| File Description   | Document                      |
|--|-------------------------------|
| Any additional information (Upload)  | <a href="#">View Document</a> |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | <a href="#">View Document</a> |
| URL for stakeholder feedback report  | <a href="#">View Document</a> |

**1.4.2 Feedback process of the Institution may be classified as follows: Options:**

- 1.Feedback collected, analysed and action taken and feedback available on website
- 2.Feedback collected, analysed and action has been taken

**3. Feedback collected and analysed**

**4. Feedback collected**

**5. Feedback not collected**

**Response:** A. Feedback collected, analysed and action taken and feedback available on website

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |
| URL for feedback report           | <a href="#">View Document</a> |

NAAC

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average Enrolment percentage (Average of last five years)

**Response:** 82.69

##### 2.1.1.1 Number of students admitted year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 818     | 877     | 874     | 888     | 802     |

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1204    | 1108    | 988     | 950     | 950     |

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

#### 2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy ) during the last five years ( exclusive of supernumerary seats)

**Response:** 45.04

##### 2.1.2.1 Number of actual students admitted from the reserved categories year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 259     | 250     | 244     | 224     | 248     |

#### File Description

#### Document

Average percentage of seats filled against seats reserved

[View Document](#)

Any additional information

[View Document](#)

## 2.2 Catering to Student Diversity

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

#### Response:

The new session for new students begins with an elaborate induction program which provides the fresher students with the needed pace to embark their new journey in the institute. The **induction program** offers detailed, knowledge enriching sessions of academic and industry experts. This induction program helps students in breaking the ice with the fellow students and faculty members of the institute. Apart from knowledge sharing sessions of industry experts, sessions on time management, stress management and how to maintain work life balance are also conducted. Most important measures such as *assessing the level of knowledge and skills* is done at the initial level to segregate students into Slow and Advance learners. *Mentoring and Counseling* plays very instrumental role in enhancing the learning levels.

#### 1. Slow Learners:

- The institute conducts *separate sessions* for the students who belong to non-commerce and non-management stream.
- *Bridge classes* are conducted for such students in order to give them strong platform for all upcoming learning related to accounting and quantitative techniques.
- *Special Communication skills* classes are also conducted for the students who belong to Hindi medium background.
- Faculty members are instructed to provide *special attention* to students who are from different academic backgrounds while teaching their subjects and focus more on teaching the basics of the subject.
- Similarly *special computer lab sessions* are organized for students to be proficient in IT skills.
- Students are *encouraged to visit the library* and study the elementary books of the field in which their concepts are weak.
- Institute also conducts *remedial classes* at the end of the session, so that slow learning students can also get the opportunity to get their doubts cleared and score good marks.
- Students get the opportunity to form *quality study circles* and study in groups.
- Several *assignments and projects* are given to the slow learning students to improve their performance in exams.
- *Mentor - Mentee Session* are organised
- Regular *Counseling session* are organised

#### 2. Advanced Learners:

- Advance *communication skill development classes* are conducted for the students who are already from English speaking background.
- The courses like **NCCMP** in collaboration with **NSE** are conducted for their further enhancement of knowledge in the field of finance.
- Institute also offered various Add on / Certificate programs on *Creativity & Innovations in*

**Business** to the students.

- Students are given exposure to participate in and attend competitions and **conclave** organised by **Indore Management Association (IMA)** to name a few.
- International MRP/ Internship project competition is also conducted for the students to provide them **international exposure** and to make them ready for research-based pedagogies used by the educators and students worldwide.
- The **Institutes Research Cell** has fostered students to involve in research activities and has enabled them present and publish research papers.
- The Institution provides a Cozy environment, world class infrastructure, other resources for the overall development of capabilities and competencies of students in research and innovative activities.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

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

**Response:** 25:1

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

## 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

**Response:**

**Response:**

**IPS Academy, IBMR** thrives on engaging students in a variety of activities, trying to give them a holistic experience. To fulfill this objective, enriching activities like yoga, meditation and soft skills training are conducted for the students by the institute.

**Experiential learning:-**

1) The institute provides the students with opportunities to learn as well as to get **hands-on experience** by being exposed to **learning-by-doing** methods. Students get exposure related to learning of leadership skills



also.

- 2) Students get an opportunity to participate in the Best **MRP competition** like PRAKALP, where best Major Research Projects are awarded.
- 3) Students get an exposure of getting trained in the industry with several top business houses as a part of their field work and **internship programme**.
- 4)) Students are also given an opportunity to work under **CSR cell** of the institute to learn and help the weaker sections of the society.
- 5) Several Industry visits are conducted for them in order to get the **real-time experience** from the industry.
- 6) Students get a chance to participate in **quizzes** organized by **Indore Management Association**, Indore.
- 7) Students are nominated as a part of **several working committees** like cultural committee, **sports committee** and **academic tour committee**.
- 8) Students who take initiative, demonstrate quality of leadership and possess effective communication skills are nominated as the **Class Representatives**.
- 9) **PDP classes** and **NSE stock market training** is conducted for the students overall development on regular basis.

#### **Participative Learning –**

The institute takes various social-cause related initiatives to create an awareness about the current social issues and evils by giving students an opportunity to participate and perform in events like Nukkad -Natak, Flash Mobs.

- Students participate in the institute's **blood donation drive** which is organized every year.
- **Sports teams** from the academy are sent to participate in various **intercollegiate, state and national tournaments**
- Rallies like **run for vote, girl child welfare** etc. are organized on special occasions to highlight their importance in the public .
- As a part of modern pedagogical technologies used for imparting knowledge to students, they get the exposure to give power point presentations on several topics related to stock market, MS-Excel, **Digital marketing**.

**Problem solving methodologies –** The institute is thriving for excellence by providing students problem solving teaching methodologies.

- Faculty members use **case-based teaching pedagogy** in the classes. Students have hands-on training on developing and solving real-life cases studies. Students have access to Video lectures and case studies related with Finance, Accounting, HR and Marketing.
- Access to **online case studies** and **research papers** are available in digital library.
- Using **ICT based teaching methodologies** are very much a part of education system here.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

### 2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

#### Response:

#### Response:

The faculty members of the institute have been using the latest tools and technology to teach the students in online/offline mode. The classrooms are equipped with LCD projectors camera and computers which are used by the faculty members for online classes. The institute has officially subscribed Zoom ID for conducting online classes. These Zoom IDs have additional features to interact with the students e.g. poll analysis, live telecast on websites etc.

Students are also provided with the **official Gmail IDs** so that they can interact with the faculty members through Google meet and Zoom. Only the registered students can access the zoom platform using their official email. Students can submit their assignments online using Google drive links. Students also have access to digital contents like the classroom lecture recordings and online study material.

The institute has a subscription of '**Testmoz.com**'- an online exam platform which is used to conduct online exams for all the classes. The result can also be generated online and sent to the students.

All the faculty members of the institute are **using ICT tools** like PPT's, online course materials, online course books, online videos, course related business quizzes, **Business plans, Ted talks**, what's app groups, broadcast messages which are used for dissemination of information. Innovative assignments and presentations on current issues are also given to the students to make it an interesting learning experience as individual and in groups also. Faculty members, Ph.D. research scholars and students of the institute use ICT tools for their research work. ICT tools are also used by the students for their Major research project and internship project.

The campus has a high speed optical fiber internet connection along with **LAN and wi-fi network**. Faculty members are using these ICT facilities for their regular lecturers, seminars, workshops, presentations etc. A digital format of notes and class content is shared with the students so that they can study at home also. In the context of this pandemic scenario, the institute has pioneered in taking a giant leap and shifted all the classrooms on digital and virtual mode. Regular classes, seminars, workshops, conferences, guest sessions, presentations, and several training programmes are conducted on virtual mode through licensed versions of Zoom.US.

The institute also has computer lab with Internet facility. Following '**e-learning resources**' are available to access educational content related to various topics and specialization:

- EBSCO
- NDL
- DELNET, N-LIST
- PEARSON E BOOKS PACKAGE

- KNIMBUS
- IEEE,
- J-GATE
- ACCORD
- E-PG PATHSHALA (INFLIBNET SOURCE), NPTEL, CMIE, ASCE, ASME, ELSEVEIR
- You-Tube Lectures
- Power Point Presentations

The institute uses the computer lab for placement related activities and online test also. There is an ERP system to keep the records of faculty members, office staff and the students. Teachers also use the ERP system to mark the attendance of the students.

| File Description  | Document                      |
|---|-------------------------------|
| Upload any additional information   | <a href="#">View Document</a> |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | <a href="#">View Document</a> |

### 2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )

**Response:** 25:1

#### 2.3.3.1 Number of mentors

**Response:** 74

| File Description  | Document                      |
|---|-------------------------------|
| Upload year wise, number of students enrolled and full time teachers on roll. | <a href="#">View Document</a> |
| mentor/mentee ratio   | <a href="#">View Document</a> |
| Circulars pertaining to assigning mentors to mentees                          | <a href="#">View Document</a> |

## 2.4 Teacher Profile and Quality

### 2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

**Response:** 100

| File Description  | Document                      |
|---|-------------------------------|
| Year wise full time teachers and sanctioned posts for 5years(Data Template) | <a href="#">View Document</a> |
| List of the faculty members authenticated by the Head of HEI                | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

#### 2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 65.78

##### 2.4.2.1 Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 53      | 53      | 54      | 54      | 35      |

| File Description   | Document                      |
|--|-------------------------------|
| List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template) | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

#### 2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 10.49

##### 2.4.3.1 Total experience of full-time teachers

Response: 787

| File Description  | Document                      |
|---|-------------------------------|
| List of Teachers including their PAN, designation, dept and experience details(Data Template) | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

## 2.5 Evaluation Process and Reforms

### 2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

**Response:**

**Response:**

Our institute follows the modalities prescribed by University to its affiliated colleges regarding conduct of internal examinations. The University has a prescribed format of marks scheme mentioned below with regards to semester and internal evaluation, respectively.

| Course   | Internal Marks | External Marks |
|----------|----------------|----------------|
| BBA -FT  | 30             | 70             |
| BBA      | 20             | 80             |
| B.A ECO  | 10             | 90             |
| MBA – FT | 20             | 80             |
| MBA – IB | 15             | 85             |
| MBA – BE | 15             | 85             |
| MBA – FA | 10             | 90             |
| MBA - MM | 10             | 90             |

For the award of the internal assessment marks our institute has been continuously reforming the evaluation system. They are put through a series of rigorous evaluation techniques which includes Internal tests, Quiz, Presentations and Assignments which has been conducted for each course in each semester.

- An examination committee is formed with the Director as the Head and one faculty member as the Internal Examination in-charge. Three other faculty members are members of this committee.
- Guidelines for the internal assessment examinations are framed based on the affiliating university examination guidelines.
- The schedules of internal assessments are communicated to students and faculty in the beginning of the semester through institute academic calendar.
- Both field based and conceptual assignments are evaluated to assess their theoretical and analytical knowledge.
- Student presentations are peer reviewed. Faculty members also gives valuable suggestions for improvement.
- After the completion of each internal assessment, the question papers are discussed in the classroom and appropriate answers for the questions asked are divulged.
- Students who have not been able to attend these tests due to illness or such other reasons will have to attend the retest which will be conducted on a future convenient date.
- The dates of submission of assignment and presentations are decided by the Committee and intimated to students.
- The internal assessment marks scored by students are displayed on the notice board to ensure transparency in the evaluation system. In case there is any scope for improvement in marks the same is intimated to the students during the mentoring sessions to ensure that students do not lose out.
- In case of concerns or grievances of students in the allotment of marks for assignments they may request for an enhancement through re-submission of the same.
- Once all grievances are settled and resubmissions are accepted, the marks are revised. The final list

is then signed by the students and a copy of the same is sent to the university as the internal assessment marks of the respective student.

- The concerned faculty submits a copy of the marks attained by the students to the admin in-charge, who in turn compiles the same and then the marks with Director's signature are displayed on the notice board.
- Regularity of the students in the class is one of the most important factors in their continuous assessment. Although it does not carry any marks formally yet it has major influence while they are assessed for internal evaluation.
- Students and their parents/guardians are continuously kept informed about the attendance, performance tests and other vital activities of their wards.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

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

**Response:**

**Response:**

The transparency in the conduct of examination tests evaluation work is most important for the strong relationship between teachers and students. The examination committee of the department conducts the internal assessment process covering all defined parameters for both UG and PG programs. Examinations for each course are conducted at two levels: Internal examination (twice in each semester) conducted by the institute and University Level Semester examination (once, at the end of each semester). For grievances in internal examination a separate committee is formed which is responsible for solving all matters regarding the internal examinations. This committee is responsible for:

- Internal examination grievance handling.
- Documentation of application received by students and checking the validity of the issue raised.
- Framing rules for handling exam absenteeism, malpractice etc.
- Conduct of Re-test for students who had absented themselves for the internal examination due to illness or such other genuine issues.
- In case of concerns or grievances of students in the allotment of marks for assignments they may request for an enhancement through re-submission of the same.
- Once all grievances are settled and resubmissions are accepted, the marks are revised. The final list is then signed by the students and a copy of the same is sent to the university as the internal assessment marks of the respective student.

For the conduct of university examination, the Director plays the role of chief superintendent and depute superintendent examination in charge along with assistant superintendent and office assistant for all university examination related duties. In the external examination, for any sort of discrepancies of marks or

misprint, D.A.V.V provides the:

- Revaluation Form, where a student can ask for retotaling of their marks.
- Review Form or Challenging Form, if he/she is dissatisfied from the marks obtained, he may ask to recheck his answer sheet.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

## 2.6 Student Performance and Learning Outcomes

**2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.**

**Response:**

**Response:**

The *Programme Objective, Program Outcomes and Course Objectives and Course Outcomes* for all the programmes offered by the institution are printed in the syllabus copy of affiliated university itself and are hence, available on the university/institute website. The faculty members and students are familiarized with the programme outcomes and course outcomes in the below mentioned way:

- The **syllabus** framed by the affiliated university includes the programme outcomes and course outcomes which is readily available in the **University/Institute website**.
- Both hard copy and soft copy of the same are made **available** at the **institute library** which is also given to the faculty members and students for reference.
- The course outcomes of the value-added programs are published on the institute's website and the hard copies of the same are available in the institute library.
- **Program outcomes** and program specific outcomes are also revealed to students during induction program.
- All faculty members are also provided a hard copy of the **course curriculum** of all programs which contains the program outcomes, course outcomes and learning objectives.
- The faculty member engaging each course ensures use of **necessary tools** to accomplish and attainment of course outcomes.
- The program outcomes, course outcomes, learning objectives, scheme of internal and external examination of each course is described by the respective faculty members to the students on the first day of class while discussing the syllabus of the respective subject in general.
- The faculty members of respective subjects prepare the **lesson plans** of all the subjects of all the programs that covers; Program objectives, Learning outcomes, Course outcomes, Course Objectives, External examination Scheme, Scheme of internal assesment, Mapping of Program Outcomes , Course Outcomes Mapping, Books references, Important notes, Rubric for Internal assesment etc.

| File Description  | Document                      |
|---|-------------------------------|
| Upload COs for all Programmes (exemplars from Glossary) | <a href="#">View Document</a> |
| Past link for Additional information                    | <a href="#">View Document</a> |

## 2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

**Response:**

**Response:**

### Attainment of Programme Outcomes and Course Outcomes

The attainment of the Program Outcomes and Course Outcomes are done in following ways:

- At the starting of the session, institute prepares the **academic calendar** to ensure the holistic development of the students. The entire academic year is aligned with academic calendar. Changes as made as per the DAVV university examination schedule.
- Course Outcomes are measured regularly by results of the **internal/external assessment** in every semester.
- **Project based and/ or field studies** and assignments are given in each course
- Student **seminars/ presentations** are in each course for holistic development of the students
- **Active class participation** is also a measure of achieving the program outcomes
- Participation and prizes won at different **national level management fests** results into the testimony to attainment of the program outcomes.
- **Summer placements** and **final placements** are another method of measuring the program outcomes; every year our students have been placed at various organizations of repute in different streams of specialization offered by our institution.
- **Workshops participation, National and International Conference participation** are also organised so as to attain course outcomes.
- Our institute is 27 year old and thus we have very rich legacy of our alumni. **IBMR alumni** are testimony for the attainment of program outcomes, as they have achieved remarkable positions in prestigious organization of National and International Repute held by them in the society.
- Student's participation in **CSR activities** involving the community at large, their social consciousness also helps in attaining the program outcome.
- IBMR offers programs like **NSS, NCC activities** to develop the sense of environmental, social and civic responsibility in the students. Students from diversified background celebrate various cultural events on/off Campus.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |



**2.6.3 Average pass percentage of Students during last five years****Response:** 88.67**2.6.3.1 Number of final year students who passed the university examination year-wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 797     | 771     | 692     | 661     | 607     |

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 839     | 896     | 821     | 721     | 703     |

| File Description   | Document                      |
|--|-------------------------------|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | <a href="#">View Document</a> |
| Upload any additional information  | <a href="#">View Document</a> |
| Paste link for the annual report   | <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 currently enrolled students (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, Chairs in the institution during the last five years (INR in Lakhs)**

**Response:** 21.98

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2.360   | 15.324  | 2       | 1.2     | 1.1     |

**File Description**

**Document**

List of endowments / projects with details of grants

[View Document](#)

e-copies of the grant award letters for sponsored research projects / endowments

[View Document](#)

**3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)**

**Response:** 22.67

**3.1.2.1 Number of teachers recognized as research guides**

**Response:** 17

**File Description**

**Document**

Institutional data in prescribed format

[View Document](#)

**3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years**

**Response:** 100

**3.1.3.1 Number of departments having Research projects funded by government and non-government agencies during the last five years**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 1       | 1       | 1       | 1       | 1       |

### 3.1.3.2 Number of departments offering academic programmes

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 1       | 1       | 1       | 1       | 1       |

| File Description                              | Document                      |
|---|-------------------------------|
| Supporting document from Funding Agency       | <a href="#">View Document</a> |
| List of research projects and funding details | <a href="#">View Document</a> |

## 3.2 Innovation Ecosystem

### 3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

#### Response:

Institute has always facilitated a **robust and responsive ecosystem** for innovation in the **process of creation and transfer of knowledge**. It has launched various courses for its students and also for the general public which not only provide knowledge but also focus upon skill and entrepreneurship development.

**Career Management Group (CMG)** - The institute has set up an incubation centre in the form of Career Management Group for the same purpose. Institute **invites practitioners** from various fields of expertise as its resource persons for the development of entrepreneurship. CMG also hosts seminars, training and workshops on entrepreneurship. Students and faculty members participate in entrepreneurship seminars, training and workshops. Eminent entrepreneurs are invited as guests for programs at the institute to inspire students to become entrepreneurs.

**The value-added programme (Add on / Certificate programs)** - The institute also offers various Add on / Certificate programs on Creativity & Innovations in Business. **NSE Academy Certified Capital Market Professional (NCCMP)** conducted by National Stock Exchange (NSE) was started by the Institute to provide a three-month certification program to the students.

**Ph.D Research Centre** - IPS Academy IBMR is an **approved Management and Economics Ph.D Research Centre**. Teachers and students are encouraged to pursue Ph.D and publish papers in high impact factor journals.

**Encouragement to Research** - The Institute provides incentives for publishing papers in journals and to attend/ participate/presentation in seminars. All innovative and extension activities are student centric. Various activities are conducted to nurture and nourish youth's minds. The institutes Research Cell has fostered students to be involved in research activities and has enabled them present and publish research papers. Our in-house research Journal with the name "UNNAYAN " International bulletin of management and economics with **ISSN Number 2349-6622 (Print) and 2349-7165 ( E-ISSN)** is a research journal which has facilitated knowledge transfer. The Institution provides a healthy atmosphere, infrastructure, resources, confidence for the development of capacity and competencies of students and teachers in research and innovative activities.

**Fully Digital Classrooms** – In the context of this pandemic scenario, the institute has pioneered in taking a giant leap and shifted all the classrooms on **digital** and virtual mode. Regular classes, workshops and several training programmes are conducted on virtual mode through **licensed versions** of Zoom.US.

**Seminar and Workshops** - In order to promote **start-ups and entrepreneurship qualities** in the students, the institute conducts different workshops and seminars which aids students to start their own business and to excel in the world of business.

**Industrial and Academic Tour:** Every year students visit various industries as a part of **industrial tour** to enhance managerial skills. Every year students also visit various tourist places of India as a part of **academic tour** to enable knowledge enhancement.

**Internship program:** The institute organises an annual internship program for students to enable industrial knowledge enhancement.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

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

**Response:** 45

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 13      | 06      | 09      | 09      | 08      |

| File Description                               | Document                      |
|--|-------------------------------|
| Report of the event                            | <a href="#">View Document</a> |
| List of workshops/seminars during last 5 years | <a href="#">View Document</a> |

### 3.3 Research Publications and Awards

| <b>3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years</b>            |                               |
|--|-------------------------------|
| Response: 1.08   |                               |
| <b>3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years</b>               |                               |
| Response: 28   |                               |
| <b>3.3.1.2 Number of teachers recognized as guides during the last five years</b>                  |                               |
| Response: 26   |                               |
| File Description   | Document                      |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |
| URL to the research page on HEI website  | <a href="#">View Document</a> |

| <b>3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years</b>   |                               |         |         |         |         |         |    |    |    |    |    |
|--|-------------------------------|---------|---------|---------|---------|---------|----|----|----|----|----|
| Response: 4.04   |                               |         |         |         |         |         |    |    |    |    |    |
| <b>3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.</b>   |                               |         |         |         |         |         |    |    |    |    |    |
| <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>46</td> <td>41</td> <td>67</td> <td>92</td> <td>60</td> </tr> </tbody> </table> |                               | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 46 | 41 | 67 | 92 | 60 |
| 2020-21  | 2019-20                       | 2018-19 | 2017-18 | 2016-17 |         |         |    |    |    |    |    |
| 46   | 41                            | 67      | 92      | 60      |         |         |    |    |    |    |    |
| File Description   | Document                      |         |         |         |         |         |    |    |    |    |    |
| List of research papers by title, author, department, name and year of publication   | <a href="#">View Document</a> |         |         |         |         |         |    |    |    |    |    |

|   |
|---|
| <b>3.3.3 Number of books and chapters in edited volumes/books published and papers published in</b> |
|---|

**national/ international conference proceedings per teacher during last five years****Response:** 1.68**3.3.3.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 54      | 9       | 28      | 24      | 12      |

| File Description  | Document                      |
|---|-------------------------------|
| List books and chapters edited volumes/ books published | <a href="#">View Document</a> |
| Any additional information                              | <a href="#">View Document</a> |

**3.4 Extension Activities****3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.****Response:**

The institute especially focuses on the **welfare aspect** of surrounding community. Major holistic developments have been taken up during past five years. **Two major groups** are working religiously on the social issues. One is **ICSR group** and the other is **NSS**. These groups include student volunteers who are actively participating in execution of the social activities. The purpose of these groups is to expand various dimensions of institutional social responsibility in relation to three areas – **people, the environment and society**.

**The elaboration of various projects are as follows:-**

- 1) To sensitise the students about the importance of education, projects named '**Bal Mitra**' and '**Gyan Vistaar**' are organised. Bal Mitra is the summer camp for underprivileged children where volunteers teach them subjects like maths, social & moral values etc. Also, children of 4th class employees were provided tuitions in Gyan Vistaar.
- 2) An '**Open For all**' Library to provide facility to the underprivileged children and enrich their knowledge & education was also constructed through the collection of donated books.
- 3) To sensitize our students with the importance of **old age citizens** in the society, volunteers were taken to old age home. They were trained how to make sentimental connect to the elders like grandmother & grandfather.

4) We worked in close association with five villages:

1. **Naharkoda**
2. **Harsola**
3. **Pigdamber**
4. **Umriya**
5. **Rala Mandal**

Our students are working for better education, environment education, working for skill development & women empowerment activities from Last 5 years.

5) We have been celebrating "**Muskan**" in every Diwali which includes distribution of gifts and sweets to the slum children.

6) To sensitise our students about environment, various projects were conducted which included **tree plantation, Swatch Bharat Abhiyan**, relocation of Banyan tree and performing **Nukkad Natak** for environment awareness.

7) **Blood donation camps** were organised from last 5 consecutive years which included donations of 200 plus units of blood.

8) To Create an awareness about **voting rights**, voting rally was also organized.

9) Institute is working on **360 degree development** of students along with ensuring **Outcome Based Learning**. The subjects taught to students create awareness on Environment and Sustainability, issues related to gender Sensitivity, building human values and Professional Ethics.

- Business Ethics and Indian Ethos in Management is a compulsory subject for students of *MBA* (Full Time) Semester *II*
- Business Ethics and Environment' for students of *MBA* (International Business) Semester *IV*
- Business Environment *MBA* Semester *IV* so as to develop understanding of Business ethics and be future ready to resolve ethical dilemmas.
- Social Psychology' for (Full Time) Semester *III* specialization students helps them understand the concepts of Emotional stability gender sensitivity and stress management

To create responsible citizens in the society these projects were organised so as to develop a practical approach in the students and to create the future leaders.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

**3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years**

**Response: 25**

**3.4.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 5       | 6       | 5       | 5       | 4       |

| File Description   | Document                      |
|--|-------------------------------|
| Number of awards for extension activities in last 5 year | <a href="#">View Document</a> |
| e-copy of the award letters                              | <a href="#">View Document</a> |

**3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years ( including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)****Response: 51****3.4.3.1 Number of extension and outreach Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 5       | 15      | 13      | 11      | 7       |

| File Description   | Document                      |
|--|-------------------------------|
| Reports of the event organized   | <a href="#">View Document</a> |
| Number of extension and outreach Programmes conducted with industry, community etc for the last five years | <a href="#">View Document</a> |

**3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years****Response: 51.46****3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs**



**awareness, Gender issue etc. year-wise during last five years**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 225     | 1497    | 1198    | 1063    | 670     |

| File Description  | Document                      |
|---|-------------------------------|
| Report of the event   | <a href="#">View Document</a> |
| Average percentage of students participating in extension activities with Govt or NGO etc | <a href="#">View Document</a> |

**3.5 Collaboration****3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year****Response:** 478**3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 160     | 58      | 81      | 115     | 64      |

| File Description  | Document                      |
|---|-------------------------------|
| e-copies of related Document  | <a href="#">View Document</a> |
| Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship | <a href="#">View Document</a> |

**3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years****Response:** 47**3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 10      | 14      | 10      | 8       | 5       |

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| e-Copies of the MoUs with institution/<br>industry/corporate houses   | <a href="#">View Document</a> |
| Details of functional MoUs with institutions of<br>national, international importance, other universities<br>etc during the last five years | <a href="#">View Document</a> |

NAAC

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

The institute has adequate facilities for teaching- learning. It has state of art class rooms, computer labs, Seminar Halls, Computer labs etc. Details are as under:

- Campus area - 60 acre
- Class rooms - 26
- Seminar halls - 2
- Computer labs - 3
- Library - 1
- Board Room-2
- Auditorium-3

**Campus:**

The institute has a lush green modern campus spread over 60 acres with all necessary amenities like garden, large cafeteria, lawn, spacious parking facility separate for teachers and students and an Open Air Theatre for the conduction of various cultural activities.

**Class Rooms:**

The institute has state-of-the-art 26 class rooms which are adequately ventilated and spacious. All class rooms are equipped with Wi-Fi, LAN network, LCD Projector and computer facility. Each classroom has a seating capacity of 60+ students and few classrooms have seating capacity of 120 students as well.

**Seminar Hall:**

The institute has two seminar halls having seating capacity of 135 each (total 270 seats) and having all modern equipment like- audio-visual ads, LCD screen, speakers, mic, podium to conduct any training & development programme and to organize seminars and workshops.

**Computer Labs:**

The institute has 3 computer labs with capacity of 200 computers with adequate seating arrangement and good ambience. Labs are well organized and equipped with high-speed LAN network and Wi-Fi.

- Internet is accessible to all the students and staff.
- Computer facility with internet is provided to all faculty members for academic development and research.

**Library:**

The institute has modern, full digital library with seating capacity of 300 students at a time. It has an adequate facility of seating, reading and accessing digital resources online. It is properly ventilated and capacious. The institute has a digital library too, which contains 22 computers enabled with various database system like- CMIE-PROWESS, Pearson Books, Elsevier E-journal etc. for the free access of faculty members and students. It also has subscription of various newspapers, journals and magazines. The library is equipped with DELNET, EBSCO-ELITE, N-list, Knimbus etc. The library is equipped with CCTV cameras to facilitate and maintain security and proper monitoring.

**Students facilities:** Teaching learning experience at our institute is made seamless through student facilities like-In house Reprography Centre, which provides in-house facility to the students for any printing and photocopy related work.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

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

##### Response:

The institute firmly believes in over all and holistic development of the students. It focuses on the learnings of the students outside classrooms as well. Following facilities and activities are established/ conducted for the same:

##### Facilities for Sports-

The institute is known for its world class facilities in Sports and adequate availability of spacious grounds for various activities.

The Institute has well equipped Grounds for; Football (2), Volleyball (4), Basketball (4), Tennis (2), Athletics Track and two grounds for Cricket which was inaugurated by legendary cricketer Mr. Kapil Dev. Academy is also well known for successfully conducting “Horse Ride Training” with 20 Horses in shelter. The students of this activity contributed in making Limca Book Record for “Nonstop 24 Hours Horse Riding”.

Not just for outdoor games but institute gives World Class Training to students for Indoor Games as well. Indoor games played at institute include table tennis, carrom, power lifting, judo- karate and chess wherein students have represented academy at international level and have become international chess grand master as well. Indoor amenities also include Modern rifle range shooting unit where students are trained to participate in international shooting events.

IBMR IPS Academy is an avenue of opportunity, to be trained with best in class amenities and experts. We believe in Nurturing talent with sound health and so the institute has built state-of-the-art gymnasium hall with all gears and equipment, several halls for conducting yoga & meditation sessions and swimming pool with well experienced team of trainers for all facilities and coach for all sports activities.

**Facilities for Cultural Activities-**

The institute has two seminar halls with seating capacity of 135 each where all indoor cultural activities conducted and one Open Air theater which has capacity to accommodate around 1500 students.

The institute organizes its annual fest '**Flames and Blossoms**' every year. This is an inter-collegiate fest which invites the participation from different colleges of Indore and Madhya Pradesh. This cultural fest encompasses all the extra-curricular activities, ranging from dance and singing competition, Business Quiz, Drawing and poster making competition, Roadies and fireless cooking to name a few. This entire fest is organized and managed by the students and they get an opportunity to display their management and leadership qualities. Also, this fest provides platform to show case and nurture the talents of students.

The institute is also a firm believer of promoting and inculcating Indian culture in the minds of students. In the same line, various festivals like Ganesh Chaturthi, Navratri, Matki-Fod, Guru Poornima and many more are celebrated in the campus every year.

The institute has state-of-the-art infrastructure and huge playgrounds which help to conduct this plethora of events smoothly.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

**4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)**

**Response:** 100

**4.1.3.1 Number of classrooms and seminar halls with ICT facilities**

**Response:** 33

| File Description  | Document                      |
|---|-------------------------------|
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | <a href="#">View Document</a> |
| Upload any additional information   | <a href="#">View Document</a> |

**4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)**

**Response:** 12.66

**4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

|         |         |         |          |         |
|---------|---------|---------|----------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18  | 2016-17 |
| 192.92  | 184.9   | 114.8   | 13.14627 | 0.60285 |

| File Description   | Document                      |
|--|-------------------------------|
| Upload Details of budget allocation, excluding salary during the last five years (Data Template) | <a href="#">View Document</a> |
| Upload audited utilization statements  | <a href="#">View Document</a> |
| Upload any additional information  | <a href="#">View Document</a> |

## 4.2 Library as a Learning Resource

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

**Response:**

**Response:**

The institute is having fully functional and automated library using Integrated Library Management Software, SOUL version 2.0.

- Name of ILMS software: **SOUL**
- Nature of automation (fully or partially): **FULLY AUTOMATED**
- Version – 2.0
- Year of Automation - 2009

| S.no | Software used for ILMS | Year      |
|------|------------------------|-----------|
| 1    | SOUL                   | 2015-2016 |
| 2    | SOUL                   | 2016-2017 |
| 3    | SOUL                   | 2017-2018 |
| 4    | SOUL                   | 2018-2019 |
| 5    | SOUL                   | 2019-2020 |
| 6    | SOUL                   | 2020-2021 |

- An Integrated Library Management System (ILMS) gives access to and manages the resources in the library.? Our library has a well-chosen system to increase library's efficiency and save valuable administration time.
- The library has more than 35000 books, text books, journals and digital resources.
- It also has a fully functional digital library equipped with 22 computers along with links of necessary digital resources for an instant access to any information required by the faculty members

and students.

- The Library of IBMR is using SOUL Software developed by INFLIBNET, Gandhinagar Gujarat. SOUL is an automated package of library services that has several functions. The Integrated Library Management System offers following services:
- **Cataloguing**- The ILMS provides cataloguing of books, research articles, Major Research Projects, Summer training reports, Doctoral Thesis and various other Journals and Magazines.
- **Circulation** – These deals with all functions of circulation. It covers borrowing and returning of materials, also their renewals, the management of overdue and user records and physical stock verification.
- **Reports** - This covers the electronic generation of all the reports and statistics related to various library activities.
- **Administration** – The software also take care of managing and creating IDs and passwords necessary for the smooth and hassle-free running of the library and issuance of materials.
- **OPAC** (Online Public Access Catalogue) – This is an online database of all materials held in the library which is made public so users can search and locate books for reading teaching and learning purposes.
- **Reprographic Services**: Photocopy facility is provided for students at concessional rate and facility at free of cost through the reprography Centre housed in the library.
- **Awareness Service**: Important local and National newspapers are clipped, and maintained.

#### About the Library -

The library is fully computerized using SOUL integrated library management software. The collection of the library is available online through the web OPAC facility of the SOUL.

The INFLIBNET Centre has a small, specialized library consisting of 2000 documents on computer, communication, information and library science.

#### Library Services

- Reference Service
- Document Delivery Service
- Current Awareness Service
- Inter Library Loan Service
- Electronic Information Service
- Photocopy Service

#### E-resources:

IPS Academy, IBMR Library has the following E-resources:

- CMIE - Prowess
- NLIST (Subscribed till March 2022)
- DELNET (Subscribed till March 2022)
- Pearson books (a collection of more than 200 books in different management streams which can be accessed and downloaded online)
- SCIEDIRECT (for students who want to access books on technical aspect for assignments in

math, computers and other areas)

### News Paper Clipping Service (need-based service)

Online News Paper clipping Service is provided from Library.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for Additional Information | <a href="#">View Document</a> |

### 4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

Response: A. Any 4 or more of the above

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template) | <a href="#">View Document</a> |

### 4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 7.85

#### 4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

| 2020-21 | 2019-20 | 2018-19  | 2017-18 | 2016-17 |
|---------|---------|----------|---------|---------|
| 8.95109 | 5.86111 | 11.18717 | 6.26505 | 6.99914 |



| File Description  | Document                      |
|---|-------------------------------|
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template) | <a href="#">View Document</a> |
| Audited statements of accounts  | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

#### 4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the last completed academic year

**Response:** 19.01

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

Response: 369

| File Description                                  | Document                      |
|---|-------------------------------|
| Details of library usage by teachers and students | <a href="#">View Document</a> |

### 4.3 IT Infrastructure

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

**Response:**

- The institute uses the latest IT infrastructure for education and administration. Institute was initially having all **CRT & TFT** monitors. Slowly and gradually all the said monitors have been replaced by LED monitors. The old computers and their accessories have been regularly updated.
- The **LCD projectors** with computers are installed in all the classrooms of the institute. Currently institute is having LED monitors for all computers and students can access them in computer labs.
- All the **computers** are connected with both **Wi-Fi and LAN**. Both the Labs are fully equipped with furniture, cables, connectors, and switches.
- The institute is having uninterrupted Wi-Fi connection providing 24\*7 internet facility.
- There are surveillance cameras installed in all the labs and all classrooms.
- Institute is having its own IT unit with UPS dedicated server room and Generator backup. Following is the list of IT equipments available in the institute:

| S.no | Item  | Year                       |
|------|---|----------------------------|
| 1.   | Desktop PCs & CPUs in all labs (LED Monitors) | 2013 to 2014 onwards       |
| 2.   | LANs 30 Mbps                                  | 2013 to 2014               |
|      | LANs 60 Mbps                                  | 2014 to 2015, 2015-2016    |
|      | LANs 100 Mbps                                 | 2016 to 2017, 2017 to 2018 |
| 3.   | Wi-Fi 6                                       | 2013 to 2014               |

|    |   |                      |  |
|----|---|----------------------|--|
|    | Wi-Fi 7   | 2014 to 2015         |  |
|    | Wi-Fi 7   | 2015 to 2016         |  |
|    | Wi-Fi 9   | 2016 to 2017         |  |
|    | Wi-Fi 12  | 2017 to 2018         |  |
|    | Wi-Fi 12  | 2018 to 2019         |  |
|    | Wi-Fi 12  | 2019 to 2020         |  |
| 4. | Fiber optic Cable   | 2013 to 2014 onwards |  |
|    | Fiber optic cable with enhanced speed                                 | 2018 onwards         |  |
| 5. | Surveillance camera in classrooms and Labs                            | 2017-2018 onwards    |  |
|    | Surveillance camera installed in classrooms, stairs, labs and lobbies | 2018-2019 onwards    |  |
| 6. | LCD projectors for all classrooms and labs                            | 2013-2014 onwards    |  |

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

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

**Response:** 6:1

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |
| Student – computer ratio          | <a href="#">View Document</a> |

#### 4.3.3 Bandwidth of internet connection in the Institution

**Response:** A. 250 MBPS

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional Information  | <a href="#">View Document</a> |
| Details of available bandwidth of internet connection in the Institution | <a href="#">View Document</a> |

### 4.4 Maintenance of Campus Infrastructure

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

**Response:** 88.64

**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)**

|           |           |           |           |           |
|-----------|-----------|-----------|-----------|-----------|
| 2020-21   | 2019-20   | 2018-19   | 2017-18   | 2016-17   |
| 804.25117 | 666.91183 | 577.92748 | 293.11257 | 336.14431 |

| File Description  | Document                      |
|---|-------------------------------|
| Upload any additional information   | <a href="#">View Document</a> |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | <a href="#">View Document</a> |
| Audited statements of accounts  | <a href="#">View Document</a> |

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

Day to day maintenance and care is taken by the administrative office in consultation with the Director.

**Utilization and Maintenance of library:**

- The institute constitutes library committee for the smooth operation of library.
- Library is well equipped with Books, Reference Books, Novels, Magazines, Journals, Thesis, Newspapers.
- Library is fully automated and managed by SOUL Software.
- Each student of the institute is registered with their Unique Student Code.
- Students can issue maximum of four books for a period of fifteen days and can get it reissued again.

**Utilization and Maintenance of Sports Complex facility:**

- The institute is well equipped with various sports facilities like: Tennis Court, Badminton Court, Basketball Court, Cricket Ground, Swimming Pool, Horse Riding Track and various Indoor Sports facilities like Taekwondo, Chess, Table Tennis and Carrom.
- Students are free to avail Sports facilities during the stipulated time period given to them.
- An in-house infirmary with First-aid facility is also available in case of any injuries caused to students.
- Students shall seek permission from their faculty coordinator and then put a Formal Request to Sports Officer for availing the particular sports facility.
- The maintenance of Sports ground is done centrally by the Academy.

### Utilization and maintenance of Computer Lab

- Institute owns three Computer Labs with 200 Computer systems.
- The labs have well maintained, there is a proper seating arrangement for practical classes in lab.
- The Labs have 24 \* 7 powers backup.
- The computer lab is well connected to Wi-Fi Network.

### Maintenance of Class Rooms -

- Classrooms are well equipped with Desk, Chair, Podium, projector, Board, LAN internet connection.
- Cleaning staff clean and sanitize the classrooms in regular intervals.
- Each desk has a cross sign to ensure following COVID 19 Norms and precautionary measures of Social Distancing.
- Each classroom and corridor is under Camera surveillance to ensure student and staff safety.
- Cleaning staff clean and sanitize the restrooms at regular intervals.
- Adequate in-house staff is employed to meticulously maintain hygiene and cleanliness of the infrastructure on the campus so as to provide a congenial learning environment.
- Classrooms, Faculty chambers, Common Floor areas, Seminar halls and Laboratories, etc. are cleaned and sanitized at regular intervals.
- Furniture and Building: Furniture is periodically checked and any repair is to be done immediately and once in a year maintenance of buildings is also done.

### Generator Facility –

- To have an uninterrupted power supply, generators are available in the campus. They give round the clock power back-ups in all classes and labs.

### Water Facility –

- The institute has established the RO filtered water facility on every floor of the building. The water tanks are cleaned every fortnightly to ensure the supply of pure and safe drinking water.

### Canteen –

- The faculty members and the students of the institute also have access to centrally established canteen in the campus.

### Fire Extinguishers –

- There are fire extinguishers installed inside the premises of the institute in order to ensure safety of all the students in case of any case of fire spread.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

NAAC

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

**Response:** 17.57

##### 5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 337     | 338     | 308     | 296     | 296     |

#### File Description

#### Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

#### 5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

**Response:** 1.3

##### 5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 39      | 30      | 13      | 14      | 21      |

#### File Description

#### Document

Upload any additional information

[View Document](#)

Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)

[View Document](#)

**5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following**

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                      |
|---|-------------------------------|
| Details of capability building and skills enhancement initiatives (Data Template) | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |
| Link to Institutional website   | <a href="#">View Document</a> |

**5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years**

**Response:** 86.22

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1470    | 1571    | 1691    | 1554    | 1439    |

| File Description   | Document                      |
|--|-------------------------------|
| Number of students benefitted by guidance for competitive examinations and career counselling during the last five years | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

**5.1.5 The Institution has a transparent mechanism for timely 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                      |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | <a href="#">View Document</a> |
| Details of student grievances including sexual harassment and ragging cases  | <a href="#">View Document</a> |

## 5.2 Student Progression

**5.2.1 Average percentage of placement of outgoing students during the last five years**

**Response:** 69.86

**5.2.1.1 Number of outgoing students placed year - wise during the last five years.**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 566     | 509     | 511     | 479     | 402     |

| File Description  | Document                      |
|---|-------------------------------|
| Self attested list of students placed                                   | <a href="#">View Document</a> |
| Details of student placement during the last five years (Data Template) | <a href="#">View Document</a> |

**5.2.2 Average percentage of students progressing to higher education during the last five years**

**Response:** 9.94

**5.2.2.1 Number of outgoing student progression to higher education during last five years**

Response: 80

| File Description   | Document                      |
|--|-------------------------------|
| Upload supporting data for student/alumni                          | <a href="#">View Document</a> |
| Details of student progression to higher education (Data Template) | <a href="#">View Document</a> |



**5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)**

**Response:** 77.79

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 305     | 217     | 325     | 310     | 275     |

**5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 342     | 376     | 432     | 377     | 325     |

**File Description**

**Document**

Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)

[View Document](#)

## 5.3 Student Participation and Activities

**5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.**

**Response:** 54

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 11      | 14      | 11      | 10      | 8       |

| File Description  | Document                      |
|---|-------------------------------|
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year | <a href="#">View Document</a> |
| e-copies of award letters and certificates  | <a href="#">View Document</a> |

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

#### Response:

The Institute always strives to promote *discipline and incorporate intellectual, civil and cultural life* among the students by creating a platform to showcase and exhibit their talent. The **student council** formed at our Institute fosters academic excellence among students by encouraging leadership qualities, creativity and social awareness through various cells, clubs, committees headed by students based on their preferences and capabilities.

**Student council coordinators** from various classes and **student representatives** on various official committees work the entire year for organizing cultural events, management fests, sports activities, Independence Day, Republic day, social work, etc.

Students are involved in various committees, cells and clubs which include *Research cell, Cultural Club, Sports Club, Industrial visit club, Anti-Ragging committee and discipline, Placement cell, Library up-gradation cell, Training and Development committee, Specialization clubs (Marketing, HR & IB, Entrepreneurship, and Finance)* to name a few. Each cell is headed by a faculty in-charge and student in-charge from the under-graduate as well as the post-graduate courses as per their strengths and forte which organizes various events at departmental level as well as institute level. Experts on relevant areas are traced and invited as inaugurators/ guest speakers/ resource persons/ Alumni Guest for various activities organized under different committee, clubs and cells.

Student fraternity have their involvement in all academic activities and administrative bodies of the institute as well. Inauguration of various cell/ clubs/ committees/ forums mark its inauguration with a relevant workshop/ seminar/ Guest lecture which is then followed by various activities planned and presented in the course of action. This ensures that meaningful addition is made to academic affairs at the institute by the students.

The institute also has a placement cell which not only strives hard to place students successfully in reputed firms but also prepares students to face challenges in the outside world by encouraging students to take part in inter-collegiate competitions, provide training on Mock Interviews, Mock online test, **Aptitude Test and Pre-placement training** .

The student association along with the sports cell plays a significant role in organizing the **sports activities** at College, University, State and National level. The association members are an integral part of the **College Sports Committee**. The association helps to organize social service activities and student's welfare programs. The association members are active in **CSR activities**.

To handle problems of students in their academic and social life with the help and support of college authorities, the association members play an active role in important bodies like **anti ragging cell, grievance redressal cell, sexual harassment cell, and discipline committee**. The council members have been instrumental in eliminating the menace of ragging from the campus. Their efforts in creating awareness, counseling and monitoring have **stopped ragging** completely. The main purpose of the institute is student development and this objective is being fulfilled by the formation and activities of the student committees and councils.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

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

**Response:** 18.8

#### 5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 20      | 18      | 21      | 17      | 18      |

| File Description  | Document                      |
|---|-------------------------------|
| Report of the event   | <a href="#">View Document</a> |
| Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template) | <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 its enthusiastically functioning and **registered Alumni Association**, which is formed with an objective to reconnect Alumni with the institute and to create better network. In our institute, alumni meet is not a onetime event; in fact every academic year series of activities are conducted in which Alumni are invited as guests on various occasions to ensure that the Alumni connect is seamless.

At the institute, we have a practice of identifying our **Alumni's working as Faculty Member** for **PAN India Management Institutes** and invite them as Alumni-Faculty to interact and share subject knowledge with students annually.

A dedicated team of association works around the year to connect the alumni spreaded all over the globe, so as to support and guide the present students and help them in organizing various activities for the institution as mentioned below :

- 1. Development of the institution:** The alumni with their vast experience give valuable suggestions for the development of the institution particularly new and innovative courses / value-added courses, Practical field experience, thus helping to bridge the gap between academics and industrial requirements.
- 2. Active support in recruitment:** A large numbers of alumni who are working at senior positions in corporate world make it a point to visit their **alma mater** as recruiters and recruit their College mates in significant numbers. Notable examples are: Asian Paints, Axis Bank, HDFC Bank, Vivo Mobiles, Bajaj Finserv, Lupin, Cipla, Hindustan Zinc, etc.
- 3. Support in Academics:** It is very heartening that many alumni working at senior positions love to share their knowledge and experience in the field and provide valuable practical inputs to the present students through guest lectures, seminars and workshops.
- 4. Industry Visits:** Many alumni help in organizing industrial visits to the organizations where they are working so as to provide hands on industrial experience to the existing students.
- 5. Alumni as Faculty Member:** Many Alumni who have an aptitude and liking for teaching joined the institute as faculty members. A few alumni have also joined the career management group of the institute and are doing wonderful job.
- 6. Support in organizing events:** Alumni also play an active role in organizing various events in the institute's academic activities like conferences, seminars, workshops, sports and cultural activities.
- 7. Training and Development:** The alumni play crucial role in training and development, helping the Career and Management Group by organizing workshops on personality development, various type of tests (Subjective/Objective), Group Discussion and Interview Techniques.
- 8. Internships:** Alumni play a vital role in providing summer / winter internships to the present students in their present organization thus enhancing their employability skills.
- 9. Annual Alumni Meet:** Alumni Meet is an event that is most looked forward to by all the alumni as in most of the years. It gives Alumni a chance to walk down the memory lane.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

**5.4.2 Alumni contribution during the last five years (INR in lakhs)**

**Response:** E. <1 Lakhs



## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

##### Response:

##### **Dronacharya: Leadership**

The institute promotes leadership that enhances teamwork to elevate the working of different faculty members involved in various tasks related to academics, extra curricular, co-curricular etc.

Committees have one incharge along with a team of faculty members to execute critical and important tasks of the institute and also deliver at the institute level.

##### **DurDrashti: Vision**

IPS Academy, Institute of Business Management and Research, aims to be a global Business School striving academic and professional excellence nurturing value driven professionals who can rise to the expectations of corporate world and society".

For this vision, the institute aims to be a world class management institute of utmost eminence to broaden the horizons of values and character of all those who belong to the institute. Along with their excellence in education, institute's aim to provide a solid platform for the students and other professionals to deliver and create the most significant path to an enlightening career. Develop competencies of the students by empowering them with requisite skills to be globally acceptable business leaders.

##### **Lakshya: Mission**

"To provide innovative and socially responsible manager leaders who are capable of managing change in a competitive environment, can fulfill the current and future demands of industry and to foster research culture in close interaction with the corporate world".

The Institute has been able to accomplish all the strategic plans in tune with the vision and mission . At the institute level, the Director is the torchbearer responsible for fulfilling the vision and mission of the institute by joining hands with the management members, faculty members, office staff and the students.

At our institute we strive to provide students with an education that fosters the multifaceted growth of their natural talent, academic and physical skills, and overall personality as well as instilling cultural and national values in them.

The director maintains openness by involving and inviting new ideas and feedback from faculty at various levels for quality enhancement in all functions. He then brings these thoughts and recommendations to the next stage and puts them into action with the help of management. Via routine comprehensive assessments, checks, and supervision, the Leadership ensures the enforcement with academic and managerial policies and practices, as well as quality development.

Teachers are also members and conveners of numerous committees formed for the day-to-day operations of the college such as the proctorial board, cultural committee, sports committee, and so on. The delegation of duties is achieved by the creation of numerous committees as required for the successful execution of the perspective strategy. Teachers greatly add to the institute's participatory culture through their independent interaction in these bodies and contribute to their best for the institute.

| File Description                  | Document                      |
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| Upload any additional information | <a href="#">View Document</a> |

### 6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

#### Response:

The successful functioning of the institute is attributed with its decentralized structure and participative management policy. The Institute believes in participative management for which Institute has empowered all the employees to manage various activities. In order to coordinate various events in the institute faculties are given event coordinator ship, which is rotated amongst the faculty.

Regular faculty meetings are organized for better information accessibility and the decision-making process. The Institute has different committees like library up-gradation committee, training & development, placement committee which meet twice a year to suggest enhancements and infrastructural needs of library, computer and placement cell respectively.

At the institute level students are encouraged to work systematically and come up with ideas for their growth and development under the able guidance of faculty members and the Director that facilitate decision making with regards to both student and institutional initiatives. At the management level there is a structured mechanism for flow of information.

The Institute has various coordinators for **Programme/Committee/Cell** for the efficient functioning as follows:

**1. Programme Coordinators-** Separate faculty & student coordinators are nominated for each programme and section. The faculty coordinator looks after regular lecture of students, addressing any problem of students relating to academic classes, faculty etc. Also addressing personal problems of students related to academy through counseling.

**2. Faculty Coordinators for Co-Curricular Activities**—Each and every activity of the institute is coordinated by a designated faculty. For example Examination, Internal Assessment, Time-Table, Curriculum, Sports, CSR Activity, Industry Visit, cultural Events, Guest Speakers & Resource Person, Educational Tour, National and International Conference, Major Research project committee, Faculty

Development Programmes, Management Development Programmes, etc. These coordinators are empowered to handle financial and administrative execution of their events.

**3. Institutional Committees:** The institute has committees comprising of faculty staff and students for activities like Library upgradation, Anti-ragging & Discipline, Gender sensitivity cell, Grievance cell, Alumni Association, to name a few. These committees meet regularly and are authorized to recommend course of action for better functioning of the Institute.

**4. Student Council-** The body of student council includes President, Vice president, Secretary, Joint Secretary and other members of the council. Every year the council members are nominated for commencing, organizing and accomplishing the various activities related to the students. The staff and faculty members support and mentor the student council from time to time as per requirement.

**5. Student Committee for Various Activity-** All the activities of the institute are coordinated and managed by the student coordinators appointed for the individual committees like cultural, MRP, Educational Tour, Industry Visit, CSR, Sports, Library, etc. They are guided by the faculty coordinators of the committee for the successful execution of the event.

**6. Placement Committee Coordinators** -The placement committee comprises of faculty who nominate students as placement coordinators. The placement coordinator manages the entire placement process, namely Campus drives, Follow-up, Placement process and Student joining. They are guided by the Placement officer and Assistant Placement officer.

| File Description                  | Document                      |
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| Upload any additional information | <a href="#">View Document</a> |

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic / Perspective plan is effectively deployed

#### Response:

The institute has an important strategic plan to develop quality of education in line with its vision and mission. It has commitment to excellence in education, training, research and consultancy to utmost satisfaction of all stakeholders. The strategic plan is deployed and reviewed from time-to-time obtaining feedback from stakeholders and various academic and administrative bodies. The management plans for augmentation and expansions of infrastructure, modernization of existing facilities, research and development activities and introduction of new courses.

#### The Strategic Plan of the institution covers the following areas:

1. Administration
2. Academic excellence



3. Research and Development
4. Alumni
5. Placements
6. Green Initiative and Development
7. Corporate Social Responsibility

An example of the activity successfully implemented based on the strategic plan is Augmentation in infrastructure and Digitization of activities in Administration.

While all strategic plans and their implementation have shown healthy growth in metrics, it has been observed that the phased, planned and budgeted growth in infrastructure has been the key to this. The institute to excel in teaching understands the important role that quality of infrastructure and technology plays. The improvements in infrastructure keeping in line the changing pedagogy and its implementation like aggressive adoption of ICT through improved facilities in classrooms, laboratory, library, Wi-Fi enabled campus.

#### **Expansion in infrastructure and Digitization of activities**

For the successful implementation of e-learning and view technology as a positive step towards evolution and change, the entire campus is Wi-Fi enabled with a speed of 100 Mbps. Lectures can be delivered online and students can be assessed through various digital platforms. The institute has purchased the subscription of “zoom” and “Testmoz” for the smooth conduction of online classes and better assessment of the students. The institute has a shared facility of audio-video lab with the central management group.

All blocks have Wi-Fi routers to ensure good reception. Up gradation of classrooms and seminar halls have been undertaken to provide the environment for ICT during teaching sessions. Seminar halls and most of the classrooms are equipped with projectors, systems, internet connectivity and OHP facility is also available on demand.

Installation of biometric attendance. Installation of e-section in libraries wherein student can access thousands of e-books, e-journals and e-magazines. Continuous updating in ERP to facilitate online admission process conducted by department of higher education government of Madhya Pradesh, online application of scholarship by the students and online filing of examination forms. Maintenance of LMS/ Diaries and student attendance with ERP. Installation of CCTVs system at all the necessary places for security and monitoring purpose.

| <b>File Description</b>                                | <b>Document</b>               |
|--|-------------------------------|
| Upload any additional information                      | <a href="#">View Document</a> |
| strategic Plan and deployment documents on the website | <a href="#">View Document</a> |

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

### Response:

Our institute functions under the top management through a well-defined structure. The institute is headed by the director who is responsible for articulating the mission for attainment of the management's vision and implementation of all major academic and administrative decisions. The organizational structure supports to sustain institutional capacity and education effectiveness through involvement of stakeholders in various Boards/Committees/Cells. There are number of committees to carry out various task and activities critical to the functioning of the institutions which includes:

- **Academic committees** like examination committees, library committee, research and development committee and others.
- **Auxiliary functions committees** like sports committee, cultural committee, NCC committee, student welfare committee, Corporate Social Responsibility (CSR) committee and others.
- **Committees for students and faculty members related issues** like anti ragging committee, disciplinary committee, grievance redressal committee, sexual harassment committee, woman's grievance redressal cell and others.
- **Admission and Counseling cell** to counsel the students regarding future career options and opportunities and facilitate their admission in appropriate streams.
- **Training and Placement committee** for the training and placement of the student.

Each committee does regular meetings with its Team members, including the office staff who takes care of admissions, visibility, scholarship, issue of certificate and documents and correspondence with affiliating university and other government agencies.

The administrative functions of the institute are performed smoothly with the collective efforts of all administrative staff under the guidance of the Director. All administrative procedures have been defined and each person responsible has been given a time-frame for task completion.

The meticulous conduction of recruitment and promotional policies of faculty members is done as per UGC norms and Devi Ahilya Vishwavidyalaya's college code 28 to which institute is affiliated. The service rules of institute are given to each faculty and staff members. Service rules/promotional policies have been mentioned on the web site.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

## 6.2.3 Implementation of e-governance in areas of operation

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

| <b>Response:</b> A. All of the above  |                               |
|---|-------------------------------|
| <b>File Description</b>   | <b>Document</b>               |
| Screen shots of user interfaces   | <a href="#">View Document</a> |
| ERP (Enterprise Resource Planning) Document   | <a href="#">View Document</a> |
| Details of implementation of e-governance in areas of operation, Administration etc | <a href="#">View Document</a> |

## 6.3 Faculty Empowerment Strategies

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

**Response:**

The institute endows its employees with several welfare measures. The teaching and non-teaching staff of our institute are blessed to be working in an environment that has state of the art infrastructure. A green and clean work environment with Wi-Fi facility enhances the required motivation at workplace. Besides this the faculty cabins with individual workstations are given to each faculty. Each office staff is also given a desktop to work on. Employees are given utmost importance and their needs are recognized. Systematic performance appraisal of faculty is carried out every year. The institute has a well defined human resource policy through which it administers manpower planning, development and recruitment, employee's well-being, salary and wage administration and training and development activities. The President always attends almost all the events organized in the campus to motivate the students and staff.

The management has put in place the following welfare benefits in common for the teaching and non-teaching staff :

- In order to build rapport and to boost morale of employees, the institute celebrates birthday of the teaching and non-teaching staff.
- For several occasions like Diwali, Women's day, Teachers day, Foundation day, etc the institute hosts lunch and celebrate these occasions every year.
- Excursion tours and trips are also organized for the staff
- Maternity leaves are given to female employees of the institute with the well-defined paid leaves structure.
- Institute provides financial help to its staff through various monetary benefits under different schemes. Loan facility from IPS Credit Sahakari Sakh Sanstha on nominal interest rates.
- There is concession in school/ college fees for the children of the employees in any of the IPS Institutions.
- The employees can claim concession at tied-up hospitals in Indore for treatment by showing their ID cards.
- The college mess provides food at a nominal rate to students and staff.
- Transportation Facility is provided to the employees at a nominal rate.
- Medical dispensary and ambulance facility are provided to the staff.

**For Teaching Staff:**

- Financial assistance and rewards are given to the faculties for attending and paper presentation in conferences, seminars and workshops at national and International level and also papers published in reputed journals.
- University exam duty and any external examination conducted in the college premises are remunerated separately.
- The institute has conducted various faculty development programmes and workshops and also professional speakers, eminent personalities and trainers are invited to have sessions for the skill enhancement of the faculty members.
- Duty Leave for attending Seminars, Conferences and Workshops.
- Various leaves are vacation leave, casual leave, earned Leaves, medical leave and maternity leave for the female staff. Flexi-timings are allowed for medical reasons.

#### For Non – Teaching Staff

- Employee Provident Fund for non-teaching staff.
- Financial aid to educate the children of supportive staff. Helper's day is celebrated every year.
- Rs. 5000/- is presented in the marriage of an employee i.e. self or his/her two children. Summer camp organized for kids of class IV employees.

| File Description                  | Document                      |
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| Upload any additional information | <a href="#">View Document</a> |

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

**Response:** 51.55

##### 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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 48      | 45      | 41      | 34      | 27      |

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Details of teachers provided with financial support to attend conference, workshops etc during the last five years | <a href="#">View Document</a> |

### 6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

**Response:** 9

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 16      | 8       | 6       | 8       | 7       |

| File Description   | Document                      |
|--|-------------------------------|
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)  | <a href="#">View Document</a> |
| Reports of Academic Staff College or similar centers   | <a href="#">View Document</a> |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff | <a href="#">View Document</a> |

### 6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).

**Response:** 80.37

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 77      | 33      | 55      | 58      | 82      |

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)        | <a href="#">View Document</a> |
| IQAC report summary  | <a href="#">View Document</a> |
| Details of teachers attending professional development programmes during the last five years | <a href="#">View Document</a> |

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

#### **Response:**

The institute lays emphasis on employee development and uses the 360-degree performance appraisal system to assess the functioning and potential of teaching and non-teaching staff. This system enables the employees to map their career path based on the basis of the feedback. The major dimensions this system covers:

- 1. API scores as per latest UGC guidelines**
- 2. Self Assessment**
- 3. Director's Assessment**
- 4. Student Feedback (Taken every semester)**

Appraisal System lays foundation to identify Growth of employees. Institute practices transparent appraisal Norms for teaching and non teaching staff. At the Institute, Performance Appraisal follows 360-degree evaluations scheme which includes Faculty rating by self and other stakeholders like Academic heads, Students, Peer group etc.

#### **Students feedback encompasses factors like:**

- Teachers regularity in class
- Subject Knowledge
- Clarity in Teaching
- Interaction with the students

It also encompasses faculties' achievement at individual level and their contribution at institute level as well as for Teaching Staff performance. The 360 degree appraisal is also a powerful developmental tool because when conducted at regular intervals it helps to keep a track of the change in perception of others for the employees.

The assessment activities are categorized as below:

### **Teaching Process**

Represents details of courses taught in the academic year in consideration. Teaching process is assessed with a basic calculation of number of scheduled Lectures in division with actual lectures taken by the faculty.

### **Departmental Activities**

This section summarizes all the responsibilities assigned by Head of the Department to a teacher during academic year under consideration through a proper office order. Being member of various Committees or Lab in-charge, Time Table in-charge is also evaluated.

### **Institute Activity**

This section summaries all the responsibilities assigned by Head of the institute to the candidate during academic year under consideration through a proper office order. Teaching staff's overall contribution in different co-curricular activities, conducting workshops, organising events is evaluated.

### **ACR**

Resrepresents various factors like sincerity, completion of assigned work on time etc. Overall behaviour of faculty including punctuality, sense of responsibility, behaviour with stakeholders, contribution in research activities is evaluated.

### **Contribution to Society**

Contribution of the candidate in different initiatives taken by AICTE. Institute believes in building moral values at all levels, so assesses the contribution of staff to the society and their role as responsible citizen.

The results from 360-degree feedback are often used by institute to plan training and development. Results are also used in making administrative decisions such as pay or promotion. Appraisal System follows 360 degree approach which involves annual assessment of task accomplished at institute.

### **Overall Evaluation Process**

The cumulative score of all the above activities is evaluated on 10 point scale. The annual increment is released only when the 360 degree score is 6.5 or more on ten point scale.

**Other Assessment Process:** For Directors, HOD and Non-Teaching Staff institute follows different norms like:

- Overall contribution in achieving organizations objectives
- Taking responsibilities
- Enhancing skills

- Leading by example
- Creating a learning environment apart from other organizational duties
- Training work Assignments

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

The institution conducts regular internal and external financial audits as per the requirement of DAVV and UGC. The internal audit is done by CA Amit Choudhary and the external audit is performed by the statutory auditor of the institute CA M/s Basant Jain & Company. The institute follows a transparent financial management system which is ensured through the entry of all financial transactions for every new academic year.

#### Transaction Flow:

A full time accountant of the institute is responsible to record all financial transactions under the guidance of the Director. For all revenue and capital expenditure the faculty/staff coordinator presents the same in the account section after the approval from the director. The account section forward the approved document for further processing and after receiving the receipt and proper documentation, pay the requisite money to the concerned party . After completion of each activity, proper supporting bills and vouchers counter signed by the concerned faculty coordinator and director in due course are submitted for the settlement of the financial expenses. The Accounting records are preserved by the accounting section which is audited by both internal and external auditors, the financial statements are then submitted and approval is sought from the management. Financial data is assembled and retained as per Accounting standard issued by Institute of CA of India.

**Internal Audit:** The team of internal auditors scrutinizes all the records and seeks verification from concerned staff during the audit process. Senior management of the institution has appointed Chartered accountant Mr. Amit Choudhary as an internal auditor to perceive any error at the first stage and device the right control system for the same. The internal auditor reviews the budget vis-a-vis the Institute's actual financial regularly before submitting their report to the Management, suggesting remedial measures wherever necessary. Whatever remedial measures are proposed by the internal auditor, the same is incorporated in the accounting system of the institution. Any error or correction when pointed out by the auditor are immediately corrected/rectified and precautionary steps are taken to avoid the recurrence of such errors in future. Further, the opinions and remarks made by the internal auditor are sincerely adhered to by the account department and management of the institution.



**External Audit:** Once the financial year is completed all books of accounts are submitted to the external auditors for scrutiny. The institute has appointed Chartered accountant Basant Jain & Company FRN NO 0051286 and membership no- 073966 as the external auditor. The external auditor audits the accounts and then prepares the audited statements duly certified by him. The Audit report for the current financial year 2020-21 has been duly prepared and submitted by the external auditors. No major objections or discrepancy were found in the submitted report. The copies of the same are attached for ready reference.

Through these multiple audits the management and the institute ensure good governance in the institution.

| File Description                  | Document                      |
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| Upload any additional information | <a href="#">View Document</a> |

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

**Response:** 0

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years | <a href="#">View Document</a> |

#### 6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

**Response:**

Institution formulates policy for financial resources generation and mobilization. It further has a defined strategy for the utilization of such resources under purview of organizational predetermined vision and mission. Financial discipline is ensured through a proper auditing process by chartered accountant.

**Mobilization of funds:**

· The institute is unaided and fully self-financed establishment. The main source of earning is the fees

collected from the students.

- Transportation facility is provided to the employees and students at a nominal rate also adds to the source of income.
- The college mess provides food at a subsidised charges to students, staff and parents generating decent amount of income.
- The penalty charged by library to the students for late return and default in the return of books also adds to our income.
- The infrastructure rentals are other minor source of income which are charged for renting out institute's classrooms and Lab facility due to its centrally convenient location. Several agencies seek our infrastructure for conduction of various exams like UPSC, MPPSC, SSC, IIM IPM, VYAPAM exam, etc.
- Institute mobilize resources from government agencies through funding and research grants, alumni, corporate, sponsorship and events organized by various clubs and student bodies.
- The institute also receives funds through All India Council for Technical Education for organizing international conference, short term training program, Faculty Development Programs etc.

**Optimal Utilization of Resources-**As stated, the main source of earning is fees, therefore the institute undertakes a strong & rigorous process of budget preparation for each academic year, so that it can function smoothly and discharge its responsibility for which it was established. The funds of institution are judiciously utilized for meeting various expenses and investments which include:

- **In** the pursuit of institute's mission of providing quality education to students a part of the income generated is utilized for the development of infrastructure.
- Resources are allowed for student activities, Guest lectures and functions to ascertain student welfare.
- The salary of staff appointed is paid out through the funds generated from the courses of the institute.
- Purchase Committee asks for requirements from all the departments and negotiate the rates with vendors and suppliers. This centralized purchase procedure will ensure transparency, quality, and cost-effectiveness.
- The institute follows the existing policy to carry out day to day repair and maintenance for facilities viz. buses, building repair, electronics etc.
- The library is upgraded on the need basis. The addition of text and reference books takes place as per the change in curriculum.
- All the departments and committees submit budgets for the activities and yearly functions to be conducted by them which are taken care of and sanctioned by senior management. Sports material and stationery are purchased in bulk after determining annual requirements to make it cost-effective.
- Also, the workshops, FDP's, STTP's and Conferences organized by the institute in order to cater to

the requirements of teachers, researchers and students, national and International is organized with the funds received.

| File Description                  | Document                      |
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| Upload any 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

#### Response:

**Internal Quality Assurance Cell (IQAC)** is continuously putting genuine endeavor to preserve and intensify the quality measures adopted by the institute since the formation of IQAC. All the stake holders are a part of the IQAC. Meetings are conducted in order to brainstorm and furnish proposals for advancement. IQAC has consistently been working to systematically manage for creating the individuality and distinctive feature of the institute. The IQAC has been employed in generating good practices and original ideas, and also in planning, execution and measurement of the result of academic and administrative demonstration of the institute. The institute has taken strategical treads in building quality benchmarks for students through stipulating specific opportunities like minor research, spiritual guidance, etc. Faculty member are mandated to keep record of lecture plan, expertise in research, manage seminars, workshops, conferences and FDPs. For the holistic development of the institute, the IQAC is thus working inexorably to create a quality consciousness and fortify the moral artifact of the institute. The dedication and continuous efforts of IQAC is reflected in NIRF ranking of ministry of education, government of India, from last five consecutive years since 2017, its the only management institute in madhya pradesh ranked in a band of 76 to 100, further apart from various activities of IQAC the two best practices are discussed below.

#### 1. International Conference:

The IBMR International management e-conference organized by IQAC on the current relevant themes is an innovative initiative of the institute. The conference was sponsored by All India Council of Technical Education (AICTE), New Delhi. National and International subject experts had been invited as resource persons from industry and academia for the conference. Researchers presented their papers on different themes such as Industry 4.0 and Management, MSME's, Women Entrepreneurship, HR Practices during Covid 19, etc. It is the practice of the IQAC of our institute to inculcate spiritual ideas in the minds of young people and conference attendees by hosting a spiritual talk on this event. Eminent spiritual leaders were invited to give this talk. The day ended with talent shown by the students of the institute giving them space for their full development.

#### 2. Faculty Development:

Faculty development is another institutionalized quality development strategy. The IQAC promotes the quality culture in the institute by promoting research among faculty members. IQAC decided to organize faculty development programs to improve teaching effectiveness. The institute has made the publication of articles in journals and the presentation of research papers compulsory. Special casual leave and duty leave is also given to attend training programs, faculty development programs and paper presentations across the country. All the faculty members also utilize the opportunity for their professional development. The institute is also a recognized Research Centre for Management and Economics. Number of research scholar including faculty members have been conferred Ph.D. Degree till date and many are currently enrolled with the Institute's Research Centre as Research Scholars. The faculty members are also facilitated through e-resources and research materials which are available free of charge to them.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

**6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities ( For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives )**

**Response:**

Among all the initiatives by IQAC of the institute, teaching-learning process has been extremely important. Examples of how institution's IQAC facilitated reviews and implementation of teaching learning reforms include:

**First Reform**

Teaching learning is a two way process adopted by the institute in which the teachers are facilitators providing understanding of the course with the use of PPT, ICT, videos, simulation exercises, case study, field visits, etc. On the other hand, students on their part intensify the learning and knowledge through seminars, presentations, assignment submission, answering queries, viva voce and internal exams. The teaching learning process is continuously monitored and reviewed by the Head of the Department. The IQAC encourages the faculty members to adopt innovative techniques in teaching. To make teaching effective, teachers are advised to use ICT modules and audio-visual aids. The IQAC also encourages the teachers to have individual projects and also to be familiar with latest research developments in their concerned areas to make teaching learning process more interesting. The well developed and hi-tech infrastructure along with highly qualified faculty members of the institute complement the knowledge provided to the students. Faculty members develop the course outcome for each and every subject which are then made available on the institute's website for the students who are communicated about the same in the first lecture of the course. The course outcomes are mapped to its objectives to help make fair assessment of the effectiveness of the teaching learning process. The lesson plan of all the subjects are

developed by the faculty members which help them to plan the teaching methodology aligned to the course outcome. The university examination results together with the internal assessment marks is the parameter to measure the outcomes.

The course outcome is also evaluated by the IQAC through several other initiatives. A plan of action is designed by the faculty members for all the upcoming events and activities of the year. According to the designed calendar the implementation of the programmes takes place and review is conducted on the implementation of the planned activities.

## Second Reform

The institute follows 360 degree appraisal system for faculty under which PBAS is of 30% weightage. Accrediting the growing importance and modification in the research criteria within which focus is not only on research but also on being a part of FDPs, conferences/workshops of renowned B-schools. IQAC recommended that financial incentives should be given to faculty who participate in the same.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

### 6.5.3 Quality assurance initiatives of the institution include:

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

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

| File Description   | Document                      |
|--|-------------------------------|
| Upload e-copies of the accreditations and certifications           | <a href="#">View Document</a> |
| Upload details of Quality assurance initiatives of the institution | <a href="#">View Document</a> |
| Upload any additional information                                  | <a href="#">View Document</a> |
| Paste web link of Annual reports of Institution                    | <a href="#">View Document</a> |

NAAC

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

**7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.**

**Response:**

Our institute is conscious of gender sensitivity concerns of faculty members, office staff and students. All necessary provisions are made in the institute to ensure safety and security at all times. The infrastructure of the institute was also very thoughtfully planned to keep in mind concern for gender issues.

**The following arrangements to the institute's efforts to uphold gender sensitivity issues:**

**Safety and Security** - Safety and security is given prime importance in our institute. In order to ensure safety of all the students, faculty and employees of the institute we have appointed two security guards to keep watch on the institute round the clock. Apart from this, the entire campus is covered with CCTV cameras right from the basement until the top floor to keep an eye on all activities. Apart from the infrastructure safety facilities, the institute has put in place an active Anti-Sexual Harassment Committee, to deal with gender issues. The institute has made efforts to appoint a lady staff on shift basis so that at all times the campus has a lady staff to monitor the safety of female students.

The girl's hostel is situated in institute premises. The security guards in hostels make sure that the girls who are residing in the hostel are not allowed to go out between 8 p.m. to 6 a.m. However, in case of emergency, Institute has a hostel van for safe movement of girls. Apart from the security guards and hostel wardens, the Institute also ensure that all the administration of the hostel must be properly governed by one faculty coordinator and students can directly contact the concerned in charge if they have any problem.

**Counselling** - The Institute provides counselling facilities to all the students irrespective of their genders by eminent psychologists and professional counsellors. The counselling is generally done one to one basis on several issues related to mental trauma, stress, depression, adolescents, health etc. Similarly, career counselling and personal counselling sessions are also provided to the students. In addition to this, the Institute also organizes various events round the year on self-defence, time management, attitude building and self-management techniques, attention span, and emotional quotient & transactional analysis for the purpose of creating awareness on various dimensions.

**Common Room** -The Institute has well delineated spaces i.e. multipurpose common room available in the campus for both male and female students. The common rooms are used for all the different kinds of leisure activities. A special sick room for girls with a bed and first-aid box is also provided.

**Health & Hygiene** – Female Health & Hygiene sensitivity is given prime importance in our institution, In order to ensure the same we have an **Automatic Sanitary Napkin Vending Machine** placed in the washroom and **Sanitary Napkin Incinerator Machine** to ensure easy & safe disposal of napkins. Apart from this institute is having a **Dispensary** for any emergency medical assistance. Apart from these, the institution has a 24 hours **Ambulance** facility to have a quick reach to hospital.

| File Description   | Document                      |
|--|-------------------------------|
| Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information | <a href="#">View Document</a> |
| Link for annual gender sensitization action plan   | <a href="#">View Document</a> |

### 7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

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

| File Description               | Document                      |
|--------------------------------|-------------------------------|
| Geotagged Photographs          | <a href="#">View Document</a> |
| Any other relevant information | <a href="#">View Document</a> |

### 7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

**Response:**

**Waste Management steps including:**

**Solid waste management:**

Solid waste is a rapidly growing problem before the world and a biggest challenge as well. Therefore, the Institute adopted a strong mechanism to handle it. To keep the campus nature friendly and managing solid waste the institute has competent solid management system that focuses on **3 R's i.e. Reduce, Reuse & Recycle.**

**Reduce:** Give stress on minimizing products' and material's use that cause solid waste in the campus and



promoted polythene free zone.

**Reuse:** Solid waste like- polythene, papers, leaves etc. are recycled and convert them into 'granule' for reuse.

**Recycle:** The institute has solid as well as water recycling plant in the campus.

The entire academic building and surrounding areas in the campus are thoroughly cleaned and separate the wastes for dispose-off regularly. **Color-coded dust bins** are placed at each floor and the entry/exit point for collecting & segregating the waste into different categories such as wet & dry waste which should be disposed of separately. Throwing the waste anywhere is prohibited.

#### **Waste is segregated into:**

- **Bio Degradable Waste** which includes organic waste e.g. kitchen waste, vegetables, fruits, flowers, leaves from the garden and paper.
- **Non-Biodegradable waste** which are segregated into recyclable waste, toxic waste and other soiled waste.

A **recycle plant** is installed in the institute which helps in processing and converting the solid waste of polythene into free flowing granules. These can be reused for production of valuable Goods. The recycle plant do not emit pollution and is completely environmental friendly.

**Installation of a paper recycling plant** to recycle waste paper in the institute is in process.

**Napkin Incineration** is also installed in the girl's hostel to maintain the hygienic conditions.

#### **Liquid waste management:**

For liquid waste management there is a centralized sewage treatment plant with a capacity of treating 200kl of waste water per day. The liquid waste is collected in a big tank of capacity 0.4 million litres situated at the entrance of the campus and recycle for further use. This tank is equipped with ozonizer to provide bacterial free potable water to be used in the campus. The recycled and treated water is used in the toilets and in the gardens.

#### **E-waste management:**

Disposing of old, out dated and non-working electronic items such as monitors, computers, keyboards, mouse, power supplies, printers, batteries etc. is a big problem because these materials contain some kind of hazardous materials like lithium, lead, zinc etc. and improper disposal of these items is harmful for living beings. The institute has tie up with the company named "Unique Eco Recycle" for the entire E-Waste disposal. The electronic equipment that needs to be disposed is collected at a central store and then hand over to the vendor company for safe disposal.

| File Description   | Document                      |
|--|-------------------------------|
| Any other relevant information   | <a href="#">View Document</a> |
| Link for Geotagged photographs of the facilities   | <a href="#">View Document</a> |
| Link for Relevant documents like agreements/MoUs with Government and other approved agencies | <a href="#">View Document</a> |

#### 7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

**Response:** A. Any 4 or all of the above

| File Description                                 | Document                      |
|--|-------------------------------|
| Geotagged photographs / videos of the facilities | <a href="#">View Document</a> |
| Any other relevant information                   | <a href="#">View Document</a> |

#### 7.1.5 Green campus initiatives include:

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

**Response:** Any 4 or All of the above

| File Description   | Document                      |
|--|-------------------------------|
| Various policy documents / decisions circulated for implementation | <a href="#">View Document</a> |
| Geotagged photos / videos of the facilities                        | <a href="#">View Document</a> |
| Any other relevant documents                                       | <a href="#">View Document</a> |

#### 7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. Green audit

2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

**Response:** A. Any 4 or all of the above

| File Description                     | Document                      |
|--------------------------------------|-------------------------------|
| Certification by the auditing agency | <a href="#">View Document</a> |
| Certificates of the awards received  | <a href="#">View Document</a> |

#### 7.1.7 The Institution has disabled-friendly, barrier free environment

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

**Response:** A. Any 4 or all of the above

| File Description   | Document                      |
|--|-------------------------------|
| Policy documents and information brochures on the support to be provided | <a href="#">View Document</a> |
| Geotagged photographs / videos of the facilities                         | <a href="#">View Document</a> |
| Any other relevant information   | <a href="#">View Document</a> |

#### 7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

**Response:**

**Safety & Security:** Over the span of 25 years, the institute gradually flourished and earned a reputation within the central India zone. The institute is blessed with a plethora of scholastic 98 faculties. Holistic development of scholars through sizable amount of extension activities. The institute has intolerance policies on ragging, gender violation, women's security, harassment etc. by strict monitoring of assorted committees. The campus is provided with state of art Infirmary and 24 X 7 hours available ambulance.

**Amenities:** The institute has given all amenities viz. large sports ground, swimming pool, horse riding, Rifle shooting area, hostels for women, guest house, big mess ,canteen. Career Management Group of IPS

Academy sets a bench marks across the central India and attracts reputed International and national recruiters offering high CTC which can boast off the achievements of our students. The placement cell also runs training classes on communication, personality development and soft skill development to bring the scholars at desired level of entrepreneurship to explore by incubation centre.

**Environmental Initiatives:** Under the Institutional Social Responsibility, the institute has taken initiatives for environmental cognizance like waste water recycling, bio-degradable waste management, plastic recycling, napkin incineration and rain water harvesting ozonizes for pure water. Energy conservation measures, hostels are equipped with solar water heaters and academy has alternative energy plants. The institute has well equipped laboratories.

**Financial Assistance:** The instiute is committed to provide every kind of support to its student namely financial, capability enhancement, placement, awards and medals for outstanding performers in sports and cultural activities etc. additionally to the support from state and central governments to SC, ST and OBC students, the institute provides financial support to economically weaker students by waving a part of tuition fee and many students are benefited with Scholarship to sports persons.

**Grievance Redressal Committees:** Various committees namely Student Grievance Redressal Committee, Women’s Grievance Cell, Guidance and Career Counseling Cell etc. are constituted to deal with their problems. Soft skill development, language lab, Psychology, remedial, yoga, meditation classes are provided by the institute as value added programs, Students also participate in quiz-competition, debates and other such events bring laurel to the institute.

**National Events/Festivals :** In lieu with the holistic development of student, the institute keeps on celebrating various national festivals around the year commencing the celebration with flag hoisting, followed by cultural program to pay Tribute to the freedom Fighters of our country that specialize in roots & guiding the youth to contribute in Nation Building that we organise various awareness campaigns like Awareness Rally & Marathons, etc with increased student participation.

| File Description  | Document                      |
|---|-------------------------------|
| Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | <a href="#">View Document</a> |

**7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).**

**Response:**

India, as a country, includes individuals with different backgrounds viz., cultural, social, economic, linguistic, and ethnic diversities governed and guided by the Constitution irrespective of caste, religion, race sex.

Our institute takes all possible initiatives in organizing various events and programs for moulding the students and staff to become responsible citizens of the country by sensitizing them to the constitution of

the country. As responsible citizens of the country the students are motivated to take part in various activities of the college. The Institute encourages the students to take part in blood donation camps, study tours for them that make them understand the importance of protecting the cultural heritage of the country. The institute strives continuously for developing and nurture students and employees of the institute to work for the betterment of the society on whole. As every institute is also a part of the community it's operating within. As we utilize the resources of the society & should be sensitive towards returning it back to the society.

**Voting Awareness Drive:** The institute has organized various events in order to bring awareness in the members for social causes, like, the institute has organized 'Voting Awareness Drive' event in order to bring awareness about importance of voting amongst the society. Lot of students and all faculty members of the institute ran for the 'Voting Awareness Drive'. This drive has created awareness among the public regarding utilizing their voting rights.

**Traffic Control Drive:** The institute also played major role in becoming an active part of "Traffic Control Drive" in association with Indore Traffic Police. The students and faculty members showed great enthusiasm in working in collaboration with Indore traffic police and guide general public to follow traffic rules. It had brought a great awareness in the students themselves to adhere to the traffic rules. The drive was very successful and it was appreciated acknowledged and appreciated by many localities.

**CSR Activities:** The students are involved in many CSR Activities, where students are engaged in teaching school students from nearby villages and low-lying areas. Students go to nearby villages and aware the villagers about the importance of education and urge them to send their children to schools. Every year institute organizes blood donation drive in the campus, where students and teaching as well as non-teaching staff takes and show participation to the fullest.

| File Description   | Document                      |
|--|-------------------------------|
| Link for details of activities that inculcate values necessary to render students in to responsible citizens | <a href="#">View Document</a> |

**7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

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

| File Description   | Document                      |
|--|-------------------------------|
| Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims | <a href="#">View Document</a> |
| Code of ethics policy document   | <a href="#">View Document</a> |
| Any other relevant information   | <a href="#">View Document</a> |

### 7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

#### Response:

**Holistic Approach:** Institute celebrates national and international commemorative days, events and festivals. National festivals play an important role in planting seed of Nationalism and Patriotism among students. Our institution celebrates these events with great enthusiasm to commemorate the ideology of nationalism and to pay tribute to our great National Leaders. The Faculty, Staff and Students of the institute all come together under one umbrella to celebrate these occasions and spread the message of Unity, Peace, Love and Happiness throughout the year.

**National Festivals:** With a view to focus on the holistic development of the students, the institute makes it a tradition to celebrate various national festivals round the year to accustom the young minds with great historical culture and values. Institute also celebrates Independence Day & Republic Day commencing the celebration with flag hoisting, followed by cultural program to pay Tribute to the Freedom Fighters of our country and encourage a sense of Nationalism in Youth.

**Republic day-** The institute celebrates Republic day on 26th January every year, commemorating the adoption of Indian constitution and spreading the message that India is the largest democratic country in the world. This is a day to remind the students about the constitution of the country and the need to abide by it at all times. The celebration includes the hoisting of national flag and spreading a warm message of nationalism in a speech by our president.

**Independence Day** is celebrated every year on 15th of August, parades and flag hoisting is organized and is celebrated to mark freedom of India from British rule. The institute encourages students to remember our national leaders and their sacrifices.

Birth/death anniversaries of great Indian personalities like Mahatma Gandhi, Lal Bahadur Shastri, Pt. Jawaharlal Nehru, Dr. Subhash Chandra Bose, Indira Gandhi and similar prominent personalities are also observed

**Gandhi Jayanti** is celebrated every year on 2nd October to understand the ideology of our great leader Mahatma Gandhi wherein pledge is taken by students and staff. In today's times we inspire students of our institute to follow the Gandhian ideologies of truth and non-violence and inspire them to contribute towards the peace and prosperity of the Nation.

**CSR Activities:** Institute believes in nurturing the roots of students and guiding them to make greater contributions in Nation Building for which we organize various awareness campaigns like Jagran Awareness Rally, Matdata Jagrukta Abhiyaan Rally, Marathons, etc with increased student participation at all levels.

**Cultural Events & Festivals:** The institute's Cultural Committee Celebrates events like Teacher's Day (Admiring Gurukul Parampara), Garba Celebration (Worshipping Goddess Durga), Ganesh Chaturthi (Organising Eco –Freindly Ganesh Workshop) and many more to inculcate a clear understanding of our cultural diversity in youth and ensure the continuity of same with full commitment with society.

| File Description  | Document                      |
|---|-------------------------------|
| Link for Geotagged photographs of some of the events  | <a href="#">View Document</a> |
| Link for Annual report of the celebrations and commemorative events for the last five years | <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 Practice 1:**

**1. Title of the Practice: Social Initiatives**

**2. Objective**

- To raise awareness of various social issues among students and encourage them to participate in their solution.
- To empower students to develop as socially responsible citizens.
- To nurture noble values and morals in students.
- Encourage students to put their knowledge and abilities to good use in the service of others.

**3. Context**

To inculcate a sense of social responsibility and national belonging among students our institute upholds the values of its management in terms of commitment towards the society, so all activities at our institute are student centric and socially oriented. We at the institute think that good management education necessitates the awakening of young minds in terms of social awareness and moral responsibility. The responsibility of contributing to the society is also actively fulfilled by the Institute by best possible means. We also provide several platforms to students to engage in activities having social concern and thus train their mind and further activities to help them become socially responsible citizens. For this the students of our institute engage themselves in societal activities like that of educating underprivileged children under the 'Vidyadaan Project' taken up by the institute as a huge part of the corporate social responsibility, collaborating with Indore Police and Dainik Bhaskar (Local Newspaper) to control Traffic of Indore city, health awareness and covid19 vaccinations camps, Collaboration with HDFC bank for annual blood donation camps, etc.

#### 4. The Practice

Social initiative of our institute involves unceasing and steady participation of teachers, staff and students in social activities. The objective of this initiative is to lighten the spark of conscious desire to give back to the society social responsibilities and sensitise the requirement to consciously give back to the society. The institute has devised several means to facilitate the same and blend it with the academic learning process. The practise involves the following:

**a. Imparting Education to the Under Priviledged:** Under the ambitious “Vidyadaan project” the institute has adopted few villages in the nearby areas. The wards of the poor and weaker are educated by the students and faculties of the college. They are provided with necessary books and stationary. In summer vacations special classes are organized for these students. The college informs students about the availability of scholarship schemes. The management also sponsors the fees of needy students. The institute strongly believes in extending hands to those who require help and under privileged. It provides financial help of Rs. 5000/- per year to class IV employees whenever needed. Donation and charities are in regular practice.

**b. Contributing to improve Health Infrastructure:** Faculty members and students contribute in strengthening health infrastructure by donating blood every year. This program runs in collaboration with HDFC bank and the current years blood donations have outnumbered past years count of blood bags donated. We consider the faculty members and staff to have been in harmony with this noble practice but in case of students, they not only get to learn how important it is to contribute to the society in every possible way but also this practice gives them a way to deliver to the society which can be practiced lifetime.

**c. Contributing to manage and improve City road Traffic with the Cops:** A new initiative was taken in the year 2019 with Indore police in leadership of Assistant Superintendant of Police traffic control and also Dainik Bhaskar (Local Newspaper), to control traffic of Indore city. Almost every faculty member and students participated in this social drive to improve the road rule practices and inculcate safety habits among citizens. Students stood on busy traffic signals during one specific time of the day with the traffic police and rewarded the people abiding by traffic rules. The ones following signals, wearing helmets etc were presented with a rose, balloons etc. Students requested those who were not abiding by the rules to inculcate safety habits on roads.

**d. Moral and Spiritual Programmes:** Our institute not only aims at building social responsibility in the minds of students and faculty members but also works towards making them more morally and ethically correct. For this they are made to attend several programmes and workshops like Sessions of Brahmakumari, winnig lifestyle by Gurudev Rishi Praveen and many more. Guest sessions to activate minds of the students, staff and others also include ‘Fitness Mantra’, Message from Bhagwat Gita etc.

**e. Covid19 and Societal Services and Vaccination:** The institute left no stone unturned to provide assistance and help to the people in need during Covid 19. Providing them with food and providing bus/transportation services to the labourers in order to help them reach their homes during the crisis was the constant practice the institute had followed. The institute worked as one of the biggest centres for vaccination drive providing covishield vaccine for free to the people. Students along with their parents and also faculty members got themselves vaccinated in the campus.

#### 5. Evidence of Success:

**a. Community Service Initiatives:** Under the initiative of Institutional Corporate Social Responsibility (ICSR), the teachers and the students participate and contribute in various activities under the aegis of NSS and NCC. The institute has adopted five villages, the faculty members & students visit periodically in these villages and educate villagers for better health, hygiene and environment.

During the visits, the students enlighten villagers about the importance of educating their children and also not to believe in malpractices and superstitions. The institute is also engaged in various CSR activities. Balmitra and Gyan Vistar are few CSR activities where the students of the institute take free classes for



under privileged children. About 1500 students participated in these CSR activities in last five years.

**b. Social Change Initiative:**

- Blood Donation Programme
- Flashmob addressing social Issues in Public places
- Controlling Traffic with Indore Police and Dainik Bhaskar to enhance awareness and inculcate safety habits on road.

**c. Other Initiatives:** Our Institute has organized several other programs for benefit of others which include themes like:

- Moral Values
- Winning Lifestyle
- Health and fitness Consciousness through Zumba day during Annual fests.
- Vaccination Awareness

**6. Problem encountered and Resources Required:**

Working for improving the educational facilities and development of better infrastructure and facilities for underprivileged children is difficult to establish. Not only an exclusive class room, equipped with projector, charts, tables etc is necessary for improving the quality but also regular motivational session by some expert for parents has to be conducted at the time of orientation. Initiatives to control and manage traffic is a tedious job yet meticulously done by students and other members who have wholeheartedly contributed to the cause and initiative. However due to hectic academic schedule students complain of not having had enough time to do more for the society but they try their level best to incorporate such habits to be practices lifetime.

**Best Practice 2:**

**1. Title of the Practice: Environment Protection and Friendly Practices**

**2. Objective**

- The objective is to protect the environment particularly the green cover
- Check pollution and save and conserve scarce and costly resources.
- To conserve and incorporate alternative uses of one of the most scarce resources like water.
- To use solar power to fulfil daily chores to maximum extent.

**3. Context**

As the deflation of greenery is leading to global warming and resources particularly water is becoming scarce, the institute is trying its best to promote greenery and save resources. Plastic recycling plant that does not cause any pollution is one of the great moves taken by the institute. A lush green campus not only enhances the beauty of the campus but also promotes an environment friendly oxygen rich atmosphere. Solar power is one of the most happening ways of power generation in today's world. Keeping the environment clean and beautiful is the first and foremost duty of every micro unit, that is we people and macro units like our institute and so is the context of this entire environment friendly practice.

**4. The Practice**

**a. Water Conservation and Waste Water Management :** The wastewater generated from the mess kitchen and toilets is recycled and used in the gardens and in the toilets. Special arrangement has been made to increase the capacity to 4000 litres of hot water (solar heated) by providing a storage tank. In the chemistry lab, rainwater is collected and used for some experiments in UG lab which is free from chlorine instead of distilled water. Also, in the chemistry lab, distilled water is prepared from solar distil plant of 2 litre capacity.

**b. Plastic Recycling Plant:** A plastic recycling plant has been established in the campus which produces plastic granules. Recycle plant is such that it does not cause pollution to the environment.

**c. Solar Power Plants:** Two Solar power plants of 15 KW each are installed in the campus. In the campus, there are two hostels equipped with four solar water heaters having the capacity of 1500 litres.

**d. Relocation of Indore’s Green Heritage to Save and Protect:** A 200 years old banyan tree located at city’s busiest Palasia junction was relocated to the college campus.

**e. Hygiene and Cleanliness:** For the clean campus, dustbins of five different colours are placed in every gallery of the campus segregating the waste into different categories such as wet & dry waste which should be disposed of separately. The solid waste is properly segregated into bio degradable waste and non-bio degradable waste. The bio-degradable waste is converted into manure/ compost khad by the chemical process with the help of bioculum as catalyst in the campus itself. This manure is used in the gardens of the campus. Also, our institute and girls’ hostel are equipped with the Napkin Incineration to maintain the hygienic conditions.

**5. Evidence of Success:**

**a. Campus Ambience:**

- The ambience of the campus itself reflects the success story.
- The entire campus is lush green even in the summer season as waste recycled water and chemical free manure (prepared from biodegradable waste).
- The banyan tree has re-acquired its mammoth shape and form.

**b. Water, Solar and Energy**

- Solar distil water plant, solar heater and solar power plant helps to reduce the electricity bill of around Rs. 5 lakhs per month.
- Millions of litres of water are saved by recycling which in turn again conserve the energy.

**c. Other Environment Initiatives:**

- No electricity is required for the supply of hot water in the hostel.
- The campus is completely clean and the waste is also segregated.
- Plastic granules are formed from the waste plastic recycling plant.

**6. Problem encountered and Resources Required:** Recycling of wastewater is a costly and time-consuming affair. The plastic recycling machine requires a minimum quantity of raw material for functioning which is difficult to get. Resources required are: Ozonizer, solar power plant, solar water heaters, solar distil water plant, compost tank, plastic recycling plant, napkin incineration, wastewater treatment plant.

| File Description                                      | Document                      |
|---|-------------------------------|
| Link for Best practices in the Institutional web site | <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:**

The institute focuses towards the education and development of the socially and economically weaker sections of society. Under the ambitious **Vidyadaan project** the institute has adopted few villages in the nearby areas. The wards of the poor and weaker are educated by the students and faculties of the college. They are provided with necessary books and stationary. In summer vacations special classes are organized for these students. From time to time various contests and competitions are also organized for them and prizes are given to them.

The institute informs students about the availability of **scholarship schemes**. The management also sponsors the fees of needy students. The children of class IV employees are also taken care of by the institute. Special classes, workshops, competitions are organized for them. When these students join the institute for further studies, they are given concession and host of other facilities and benefits. Helper's day is celebrated in a big way in the institute where class IV employees are felicitated. Cultural program, sports events and special competitions are organized for them and prizes and incentives are given to them.

Social responsibility activities like **Go Green** activity through plantation, blood donation camps, and visiting nearby villages and helping them according to their requirements are organized by the institute regularly. The president of the academy took a unique initiative by transplanting a 200 years old huge Banyan tree located at the Palasia Square, Indore to the institute campus. This endeavor set an example for others and was appreciated by all. It led to a number of transplantations in the city and state.

Many efforts are being made for the past few years to change the Teaching – Learning environment into activity based learning. Following are the methods adopted to transform the academic environment:

- Changing the teaching methodology by encouraging the faculty to **use power point presentations** where ever required.
- Extensive use of online – content and other **video lectures** to support the class – room teaching.
- Counseling system wherein every Faculty member is allotted few students to whom one acts as a **mentor**. The mentor identifies the academic and personal problems of his/her ward. The wards are encouraged to participate both in curricular and extra-curricular activities.
- Each department arranges guest lecturers periodically addressed by the eminent persons from industry, academic and research institutions.

The institute **campus is Wi-Fi enabled**. Students and staff are provided with Wi-Fi on their devices. The institute has adopted technology based methods of teaching and learning and efforts are taken to provide the students with latest information technology faculties.

In addition to the classroom interactions, following are the other methods of learning experiences provided to the students:

- Project work
- Internship
- Industrial visit
- Oral presentation
- Seminars/ Symposiums/ Workshops/Group discussions
- Providing access to e-journals and e-books by use of ICT in delivering and learning process.

The institute organizes different activities to enhance the **students' personality**. As many students come from vernacular medium, it becomes imperative to offer English language, personality development,

confidence building activities and bridge courses to ensure their growth.

**Personality development programs** and seminars are being conducted from the first year to improve communication skills & soft skills of the students. They are trained and groomed to enhance their employability skills by imparting technical training, soft skills, GD & aptitude classes etc. to make the student industry ready to face the current job market successfully.

The **students play major role in the events** like annual day, sports day etc., which are being organized by the institute and inculcate the qualities of co-operation, co-ordination, leadership and team work.

Emphasis is paid to obtain **feedback** from parents, students, faculty members and alumni through formal mechanism as well as informal contact to obtain information about qualitative changes which are required.

The institute has solid waste segregated into **biodegradable and non-biodegradable waste**. Institute has centralized waste management system through the various types of plant installed in the campus. The institute has following plants with their capacity to create the balanced ecosystem.

- Sewage Treatment Plant (200Kl) for liquid waste management.
- Agglomeration Plant for solid waste management.
- Waste Plastic Recycling Plant
- Solar Energy (2 Solar Panels of 14KW each)
- Air Liquefaction Plant
- Paper Recycling Plant (in process)
- Rain water harvesting.

As stated in the Vision and Mission of the institute, IPS Academy, IBMR firmly believes in the holistic development of the students, striving continuously to work and transform the students into young managers and entrepreneurs. Needless to say, the real strength of the institute are its students who are the real ambassadors of the institute. In these unprecedented times of pandemic, the institute worked on one single goal of continuing imparting knowledge to the students. The institute adopted and transformed its pedagogical approaches in order to be in sync with the transformation happened over the last two years.

The institute is also working for improving the research facilities and development of better infrastructure and facilities for incubation center and intellectual property rights. The institute is constantly working upon improving and upgrading the qualification of teachers, as they are the building blocks and play vital role in building the future of students and institute as well. The institute is continuously making efforts in improving at all levels, by having well-developed feedback system in order to strengthen the performance and deliveries of the faculty members and the students.

The institute focuses on inculcating best values to students by giving them exposure to differentiated social and cultural activities. As the institute vehemently confide in importance of best practices and value-based education system along with providing them learning platforms to face the competition of corporate world in future. We are a firm believer of the phenomenon that the right kind of education is the only key to success. By adopting holistic approach in education, the institute is up and running for making contribution in nation building process and creating good and responsible citizens of India.

| <b>File Description</b>                               | <b>Document</b>               |
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| Link for appropriate web in the Institutional website | <a href="#">View Document</a> |

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## 5. CONCLUSION

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### Additional Information :

1. The Institute focuses towards the education and development of the socially and economically weaker sections of the society. Under the ambitious Vidyadaan project the institute has associated with five villages in the nearby areas. The wards of the poor and weaker are educated by the students and faculties of the institute. They are provided with necessary books and stationery. In summer vacations special classes are organized for these students. From time-to-time various contests and competitions are also organized for them and prizes are given to them.
2. Fee concession benefits to faculty / staff's wards in any of the Group Institutions from KG to PG studies.
3. Concessional dining facility is available for all i.e. students / parents / staff and faculty members.
4. Concessional transport facility is also available for staff and faculty members.
5. Students of the Management discipline are able to enhance their knowledge and groom their personality by interacting with the students of other disciplines in the campus itself viz. Engineering, Architect etc. and therefore, learning and exposure is in continuum outside the classrooms also, which is multi-disciplinary.
6. In line with the above mentioned point no. 5, same applies for corporate too, who are looking to hire profile from multiple discipline, IPS Academy is their preferred destination and therefore, students reap greater benefits out of this, as they get a campus opportunity in the companies which visits the campus for management discipline and offer placement opportunity to other disciplines also.

### Concluding Remarks :

As stated in the Vision and Mission of the institute, the IBMR firmly believes in the holistic development of the students, striving continuously to work and transform the students into young managers and entrepreneurs. Needless to say, the real strength of the institute are its students who are the real ambassadors of the institute. In these unprecedented times of pandemic, the institute worked on one single goal of continuing imparting knowledge to the students. The institute adopted and transformed its pedagogical approaches in order to be in sync with the transformation happened over the last two years.

The institute is also working for improving the research facilities and development of better infrastructure and facilities for incubation center and intellectual property rights. The institute is constantly working upon improving and upgrading the qualification of teachers, as they are the building blocks and play vital role in building the future of students and institute as well. The institute is continuously making efforts in improving at all levels, by having well-developed feedback system in order to strengthen the performance and deliveries of the faculty members and the students.

As mentioned earlier too, the institute focuses on inculcating best values to students by giving them exposure to differentiated social and cultural activities. As the institute vehemently confide in importance of best practices

and value-based education system along with providing them learning platforms to face the competition of corporate world in future. We are a firm believer of the phenomenon that the right kind of education is the only key to success. By adopting holistic approach in education, the institute is up and running for making contribution in nation building process and creating good and responsible citizens of India.

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