# SELF STUDY REPORT

## FOR

## 1st CYCLE OF ACCREDITATION

## INSTITUTE OF EXCELLENCE IN MANAGEMENT SCIENCE

INSTITUTE OF EXCELLENCE IN MANAGEMENT SCIENCE, 129-132, TARIHAL
INDUSTRIAL AREA, AIRPORT ROAD, HUBBALLI
580026
www.iemsbschool.org

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**September 2024**

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

Kaizen Eduplus Society's Institute of Excellence in Management Science, popularly known as IEMS B-School, at Hubli was established in the year 2006 under the leadership of Dr. N.A. Charantimath who is an eminent academician and research scholar with 30-plus years of experience in the field of corporate finance, accountancy, auditing, corporate law, taxation, advisory services, and the education sector.

IEMS B-School aims at providing aspiring management studies, a distinctive combination of academic excellence and professional relevance during the full-time MBA course which is approved by All India Council for Technical Education (AICTE) Govt. of India- New Delhi, Govt. of Karnataka and affiliated to the Karnatak University, Dharwad.

The College is located at Tarihal Industrial Area, Airport road, in Hubballi, situated amidst of versatile micro, small and medium industries, the proximity to such industries is an added advantage to student's exposure in order to gain empirical knowledge right from the beginning of the batch.

The college has an excellent environmental friendly infrastructure to run quality academic programs. The Training & Placement Cell is very active. Several activities like pre placement training and industry visits are carried out regularly for the holistic development of students. The multipurpose auditorium with a seating capacity of 120 facilitates many in-house activities and seminars; along with a computer lab with 30 systems and a mini conference room. The library is well equipped with 8517 books, 22 journals, & 7 subscribed magazines.

The College practices a well-structured system of mentoring to provide individual guidance to the students in not only choosing the right career path but also to help them in becoming confident and emotionally secure individuals.

**Vision**

# Vision

**Be a Centre for Continuous Learning that Excels in Management Education and Professional Development.**

# Mission

Ø   Develop competent professionals to lead business by providing a learner-centric environment to the student community.

Ø   Offer contemporary, technology-driven value-added courses to develop an entrepreneurial mindset.

Ø   Enhance employability skills by facilitating strong networking with alumni, professionals, industry, and community.

Ø   Promote training and motivate faculty and staff to address the expectations of society in North Karnataka.

Ø   Nurture Research culture, Spirit of the dignity of the Individual, and commitment to growth.

# Values

Ø   Adaptability: Adaptability in the workplace means being flexible and able to change in order to become successful.

Ø   Commitment: Commitment is a dedication to a particular organization, cause, or belief, and a willingness to get involved.

Ø   Integrity: Integrity is the practice of being honest and showing a consistent and uncompromising adherence to strong moral and ethical principles.

Ø   Passion: Having passion at work affords people purpose.

Ø   Professionalism: Professionalism is the conduct, behavior, and attitude of someone in a work or business environment.

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

**Institutional Strength**

- **The Institution is supported with 1.04 acres of land with the built up area 2466.2 Sq.mtre.**

- **Campus is surrounded with Greenery environment.**

- **Cooperative and guiding Governing Body.**

- **Establishment of belongingness through Participative and Decentralised Management.**

- **Qualified, Experienced and competent faculty members. Some of them have International exposure and remaining have corporate experience.**

- **The Institution is set up in the midst of Industrial areas which has become easy exposure for field work, study tours, micro projects, assignments, etc.**

- **Signed an MOU with Bank of Baroda a scheduled bank to facilitate education loan for students.**

- **All the class rooms are ICT enabled including seminar hall.**

- **KAIZEN Eduplus Society's Scholarship provision for needy and economically weaker section.**

- **Introduced Harvard Management Mentor Certification Courses.**

- **Recognized Institution in ISO: EOMS: 21001: 2018 certification.**

- **Complimentary breakfast and lunch at Canteen for all students and staff.**

- **Well configured computer laboratory.**

- **Sufficient learning resources at the central library, e-library facility.**

- **Mentorship mechanism.**

- **Regular conduct of on campus Interviews.**

- **Recognized Institution by Education Excellence Award by Education**

**Insights.**

- **Secured All India 148 Rank among 400 MBA Institutions in Internshala Annual Rankings.**

- **Life member for MTC Global India and Association of Indian Management Schools (AIMS), Hyderabad.**

**Institutional Weakness**

- **Some of the students enrolled are from rural belt and still influenced with regional language.  It has become additional workforce on faculty members to bridge the gap.**

- **Limited scope for Student / Faculty Exchange programmes.**

- **Campus and official process has to be digitalized and automated.**

**Institutional Opportunity**

- **To enhance Capacity Building activities.**

- **To increase Industry-Academia collaborative activities.**

- **To introduce Job Oriented certificate / diploma courses**

- **To increase the extension activities at the neighbourhood community.**

- **To organize national level seminar on "Currents Trends and Scope of Entrepreneurship"**

- **To encourage remaining faculty members to pursue Ph. D. programme.**

- **To introduce Coaching Classes for Competitive Examinations.**

- **To guide MBA aspirant for appearing PGCET.**

- **To organize State level orientation on, "NAAC Revised Manual and its documentations"**

- **To upgrade the central library from partially to fully automated.**

- **To enhance the e-governance facilities.**

- **To strive revenue generation by optimum utility of infrastructural facilities.**

- **To establish Research Centre by the University.**

**Institutional Challenge**

- **Academic cycle is controlled by the University and hence it is a challenge for placing the students in companies at their required point of time.**

- **Time constraint for the conduct of cocurricular and extracurricular within stipulated period of semester.**

- **Entry of non commerce students, which has a greatest challenge to bridge the gap.**

- **Limited financial resources for running curricular, cocurricular and extra curricular activities.**

- **Post COVID Corporate Sectors limited scope for recruitment.**

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

**The Institution is affiliated to Karnatak University, Dharwad and offering PG programme in MBA with 03 specialisation i.,e., Finance, Marketing and Human Resource Management. For the effective delivery of course curriculum, with the sustained support of our esteemed Management, provided necessary infrastructural facilities and also ensured to enhance the learning resources based on the course curriculum and recommendations of the faculty members from time to time.**

**Processes of curriculum engagement:**

- **The list of courses available in each semester are enlisted and circulated among the faculties before the commencement of the semester for their choice of subject based on their expertise.**

- **The faculty meeting will be called to finalize the final allotment of the subjects based on their choice and availability of the subject.**

- **Internal pedagogy will be conducted every semester to discuss elaborately about the pedagogy to be followed while completing the subject. The course coordinator will mention the methodology he/she follows while executing the course plan.**

**To enable every faculty members competent enough to engage the course curriculum effectively, the Institution deputes all the teaching staff to the Pedagogy Meet organized by the PG Department, Kousali Institute of Management Studies (KIMS), Karnatak Univerity.**

**Based on the students' demand, the Institution has enlightened students about the SWAYAM, MOOC and good number of students have successfully completed certificate courses through NPTEL platform. The Institution has introduced 18 certificate /value added / online courses.**

**Our Institute integrated crosscutting issues relevant to professional ethics, gender, human values, environment, and sustainability with a view to ensure holistic development of the students.**

**The Institution regularly collects the feedback on course curriculum from the stakeholders and implemented their suggestions on priority basis.**

**Teaching-learning and Evaluation**

**The Institution has more than 97% of enrollment at the entry level as against the Intake. More than 88% of the students are belonging to reserved category compared to general. 02 faculty members have qualified Ph.D. and 03 have registered for Ph.D. at different Universities.**

**Evaluation Process and Reforms à**

The main purpose of evaluation in academics is to assess and measure the skills and abilities of students during their course of study.. Evaluation plays a crucial role in the learning process, as it helps in identifying areas of improvement and provide timely and specific feedback to students so that they can track their progress and enhance their understanding.

Our institute, while adhering to Karnatak University's curriculum guidelines, has developed a distinctive internal evaluation system. The total evaluation process is categorised into (i) Continuous Internal Assessment (CIA) and (ii) Semester End Examination(SEE).For 2 and 3 credit courses, internal assessments are for 25 marks and external examination are for 25 to 50 marks respectively. For 4 credit courses, they are for 50 marks both in internal and external equally.

At IEMS B-School, the faculty has taken significant steps to ensure that the Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) are well-structured and accessible to all stakeholders. Given that Karnatak University Dharwad does not provide these outcomes for MBA subjects, IEMS has developed and implemented its own set of outcomes that are aligned with academic and industry standards.

The Institution has been striving its best to nurture students academically and this has reflected in recording more than 90% passing percentage of outgoing students.

Research, Innovations and Extension

The Institution has received the financial assistance of Rs.2.0/- lakh and Rs.6,000/- from Karnataka State Council of Science & Technology, Govt.of Karnataka and Mahatma Gandhi National Council of Rural Education respectively for the conduct of projects.

The Institution has created ecosystem for creativity, innovativeness.

EDP Cell: Impart entrepreneurial education/skills amongst students through various trainings programs arrange vibrant interaction with organizations promoting entrepreneurship skills and innovativeness.

An annual event called B-IDEATIC is conducted which gives students to explore their innovative business ideas. Students can present their business or startup concepts to a jury panel and receive feedback and encouragement to use their ideas to launch their own business at some point in the future.

·To inculcate the research culture among faculty members, the Institution has subscribed 22 academic Journals.  Provided financial assistance for publishing research articles at recognized Journals.

·IEMS Journal of Management Research :

·The IEMS Journal of Management Research is a biannual journal that focuses on the publication of high-quality empirical, conceptual, and review papers, enriching the realm of management. The primary objective of the journal is to disseminate knowledge that promotes professional management practices and caters to the research interests of academicians.

·As an intellectual platform for knowledge exchange, the IEMS Journal of Management Research facilitates the sharing of insights, experiences, and ideas concerning the theory and practice of management.

- Installed R and Python software.  Provided necessary exposure to the faculty members for interpreting primary and secondary data to prepare the analysis report.

- Provided a well 14 configured desktops, internet connectivity in every cabin meant for teachers.  Upgraded every class room with ICT enabled.

During the last five years, the Institution has conducted more than 30 Workshops / Seminars / Conferences for the overall benefit of students at large and faculty members particularly.  05 research articles published by our faculty members in CARE Journals.  Some of the senior faculty members have published 10 text books and 14 research articles with ISBN in conference proceedings.

To imbibe the social, moral and ethical values among students, In coordination with support service units  Women Empowerment Cell, Rotract Club, etc. the Institution regularly conducts awareness programme and extension activities

at the neighbourhood community. Conducted good number of extension activities at the neighbourhood community.

The Institution has signed 08 MoUs and accordingly conducted the activities based on the objectives of respective MoU.

Infrastructure and Learning Resources

The institute has a green and clean campus spread in 1acre and 2 guntas with built in campus area of 2466.2 sq. ft as notified in the allotment status in land records of Dharwad district . The institute has necessary infrastructural facilities as per AICTE and Karnatak University, guidelines.

The Institute has altogether 5 ICT enabled class rooms, mounted LED bulbs, comfortable Study tables, ceiling Fans, Ventilation, White and Green Boards. 03 class rooms are mounted with speaker and Bluetooth. In the case of special lecture conducted in specific class room, the moveable speakers and mic is effectively utilized.

The college has a computer laboratory with 40 well configured desktops, preloaded with necessary software based on the course curriculum. Computer Lab is equipped with high bandwidth Internet Connection, LCD Projector, Comfortable chairs, Ceiling fan, a Ventilation fan, a White Board, and a fire extinguisher.

To ensure every students develop English communication skills, facilitated specific App to the students who are weak in communication in English. Similarly, to monitor their progression, the college has set up language lab with 5 desktops.

For the benefit to the staff and students, the college has canteen facility. Tea, snacks, breakfast and lunch is provided to students and non teaching staff totally free of cost.

The Institute has free transport facilities to pick and drop students from nearby locality of the Hubli and Dharwad city.

The Institution has a spacious central library. It covers 108 square meters and has a well-arranged reading room, reference section, textbook area, and a

digital library. Subscribed 22 academic Journals. The Library is partially automated with E-Lib Software.

**Student Support and Progression**

During the assessment period, more than 65% of students were benefitted with different schemes of Government Scholarships and 372 students were recipient of KAIZEN Scholarship instituted by the Management. For the overall career prospects of the students, the Institution conducted capacity building activities comprising of Soft Skills, Language & Communication Skills, Life Skills and ICT Skills.

Invited experts, coaching classes for competitive examinations, professionals and entrepreneurs to deliver special lectures on Career Guidance and Placement. The Institution has implemented statutory cells and accordingly conducted awareness lectures.

The Institution regularly conducted on campus Placement Drive. The Institution has trained job aspirants prior to appearing for interview processes. This has resulted in keeping track record of more than 65% of outgoing students got placed at different sectors.

Being a professional course, though students are bound focus on curricular aspects, to keep them active, the college has some of the facilities for Indoor and Outdoor games / sports. Coaching is provided to the sports laurels before competing at different level. This has resulted in keeping track of participation of students in more than 12 events in sports and cultural organized at different levels. The Institution regularly conducts inter class sports events every year.

The Institution has an active Alumni Association. The Association meets once in a year, identify the students requirements in line with academics and other facilities.

Following are the eventual report of the Alumni engagement for the overall

**career prospects of students –**

**(a)Nostalgia (Annual Meet): Alumni Sessions and Interactions.**

**(b)   Placement and Career Guidance**

**(c) Campus Recruitment**

Governance, Leadership and Management

**Strategic decisions at IEMS are made by the Governing Body, guided by the core values and inputs from the Academic Department, IQAC and Alumni Association. The Director oversees the implementation of these strategic decisions. The Institute has established an Internal Quality Assurance Cell (IQAC) to ensure quality education and holistic students' development.**

**The Entrepreneurship Development Cell (EDC) and Career Development Cell (CDC), IQAC, Library Committee, are actively involved in organizing events and workshops focused on developing students' skills.**

**The college has formed statutory cells i.e., Prevention of Sexual Harrassment Cell and Anti Ragging cell, Grievance Redressal Cell, SC/ST Cell, Minority Cell, OBC Cell.**

**Institute Innovation Council**

**To promote staff and students' innovative ideas to get it implemented, the college has formed a specific cell i.e., IIC.The college has provided a separate desktop, internet connectivity at the staff room and encouraged the faculty members to develop the critical and analytical  skills. Conducted a special awareness lecture on Patents and Copy Rights.**

**The college has earmarked financial provision for the conduct of research related seminars, conferences, etc.  For example; conducted 3 days FDP on, "Case Writing and Research Methodology" held on 4 – 6th May, 2023. FDP on, "Codeless Machine Learning using R", etc.**

The Institution has implemented partial MIS for e-governance.

The Institution has implemented Self Appraisal System.  The Institution has given provision of financial assistance to the faculty members for attending seminars / conferences, etc.  This has enable more than 03 faculty members were benefitted with this provision.

Most of the faculty members have attended professional development programme organized by competent / recognized Institutions.  Similarly, the college also conducted MDP for both teaching and non teaching for 3 times during the last five years.

The Institution has established IQAC on 4th January 2022 from the academic year 2021-22 (which was commenced from 31st Jan, 2022 as per University Notification). It consistently focuses on quality improvement for overall functioning of the Institute. A significant contribution is made by IQAC in formulating strategies and implementing various quality policies and innovative practices. IQAC conducts meeting on a quarterly basis to take reviews on activities.

Institutional Values and Best Practices

With the help of senior faculty members, the Institution has prepared a Gender Audit and the observation of the Audit is implemented on priority basis for the promotion of gender equity activities.

The Institution is surrounded with compound wall, mounted sufficient CCTV surveillance cameras at all the statutory points, class rooms, laboratories, facilities rooms, central library, etc.  This has attracted more than 45% of girl students surpassed with boy students.

The college has implemented the statutory cells i.e., Prevention of Sexual Harrassment Cell, Anti Ragging Cell, SC/ST Cell and also the college has Grievance  Redressal Cell, Discipline Committee, etc.

The Institution has solar panel.  Rain water harvesting is established in the Institution. The Institution has ramp, lift facility for disabled friendly

**students.**

**The entire campus is surrounded with greenery environment. The Institution has conducted Quality Audit comprising of Environment, Energy and Green from the competent organizations. The Institution has prepared Policy document for the maintenance of greenery atmosphere and similarly, the Institution also conducted Greenery initiative promotional activities at the neighbourhood community.**

**To keep students active participation in curricular, cocurricular and extra curricular activities, the Institution has formed some of the committees / cells i.e., Human Resource, Marketing, Finance, Cultural Club, Career Development, Training & Placement, Entrepreneurship Development Cell, Rotract Club, Women Empowerment Cell, etc.**

**With the help of IQAC, identified 02 Best Practices. They are;**

**Best Practice-1 NUTRITIOUS FOOD & OTHER FACILITIES**

**And**

**Best Practice-2 QUARTERLY NEWS LETTER**

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
|---|---|
| Name | INSTITUTE OF EXCELLENCE IN MANAGEMENT SCIENCE |
| Address | Institute of Excellence in Management Science, 129-132, Tarihal Industrial Area, Airport Road, Hubballi |
| City | Hubballi |
| State | Karnataka |
| Pin | 580026 |
| Website | www.iemsbschool.org |

| Contacts for Communication | | | | | |
|---|---|---|---|---|---|
| **Designation** | **Name** | **Telephone with STD Code** | **Mobile** | **Fax** | **Email** |
| Director | Veeranna D K | 0836-2310494 | 9886676393 | 0836-2310494 | director@iemsbschool.in |
| IQAC / CIQA coordinator | Manjunath B Balehosur | 0836-2310491 | 9199450432 | 0836-2310491 | drmbiems@gmail.com |

| Status of the Institution | |
|---|---|
| Institution Status | Self Financing |

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

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

| Establishment Details | |
|---|---|

| State | University name | Document |
|---|---|---|
| Karnataka | Karnataka University | [View Document](#) |

**Details of UGC recognition**

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

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

| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
|---|---|---|---|---|
| AICTE | [View Document](#) | 23-03-2024 | 12 | |

**Recognitions**

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

**Location and Area of Campus**

| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
|---|---|---|---|---|
| Main campus area | Institute of Excellence in Management Science, 129-132, Tarihal Industrial Area, Airport Road, Hubballi | Rural | 1.02 | 2466.2 |

# 2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---|---|---|---|---|---|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| PG | MBA,Mba,Master of Business Administration | 24 | UG Programme | English | 120 | 108 |

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

| | Teaching Faculty | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 1 | | | | 0 | | | | 11 | | | |
| Recruited | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 6 | 5 | 0 | 11 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

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

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

## Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 2 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 5 | 0 | 9 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

| Details of Visting/Guest Faculties | | | | |
|---|---|---|---|---|
| **Number of Visiting/Guest Faculty engaged with the college?** | **Male** | **Female** | **Others** | **Total** |
| | 1 | 1 | 0 | 2 |

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|---|---|---|---|---|---|---|
| PG | Male | 137 | 0 | 0 | 0 | 137 |
| | Female | 88 | 3 | 0 | 0 | 91 |
| | Others | 0 | 0 | 0 | 0 | 0 |

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

| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
|---|---|---|---|---|---|
| SC | Male | 18 | 15 | 16 | 21 |
| | Female | 6 | 5 | 4 | 8 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 2 | 1 | 3 | 4 |
| | Female | 2 | 2 | 2 | 2 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 129 | 97 | 128 | 132 |
| | Female | 54 | 28 | 35 | 42 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 11 | 32 | 17 | 24 |
| | Female | 6 | 19 | 12 | 7 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 228 | 199 | 217 | 240 |

**Institutional preparedness for NEP**

| 1. Multidisciplinary/interdisciplinary: | NOT APPLICABLE TO THIS PROGRAMME BY THE UNIVERSITY |
|---|---|
| 2. Academic bank of credits (ABC): | NOT APPLICABLE TO THIS PROGRAMME BY THE UNIVERSITY |
| 3. Skill development: | NOT APPLICABLE TO THIS PROGRAMME BY THE UNIVERSITY |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | NOT APPLICABLE TO THIS PROGRAMME BY THE UNIVERSITY |
| 5. Focus on Outcome based education (OBE): | NOT APPLICABLE TO THIS PROGRAMME BY THE UNIVERSITY |

| 6. Distance education/online education: | NOT APPLICABLE TO THIS PROGRAMME BY THE UNIVERSITY |
| --- | --- |

## Institutional Initiatives for Electoral Literacy

| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | NOT APPLICABLE |
| --- | --- |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | NOT APPLICABLE |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | NOT APPLICABLE |
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc. | NOT APPLICABLE |
| 5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters. | NOT APPLICABLE |

# Extended Profile

## 1 Students

### 1.1

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 228 | 229 | 216 | 216 | 240 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |

## 2 Teachers

### 2.1

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

**Response: 9**

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |

### 2.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 09 | 11 | 12 | 11 | 12 |

## 3 Institution

### 3.1

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 37.03986 | 67.82978 | 86.84954 | 112.46535 | 128.86986 |

| File Description | Document |
|---|---|
| Upload Supporting Document | [View Document](#) |

# 4. Quality Indicator Framework(QIF)

## Criterion 1 - Curricular Aspects

### 1.1 Curricular Planning and Implementation

**1.1.1**

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

Response:

The Institution is affiliated to Karnatak University, Dharwad and offering PG programme in MBA with 03 specialisation i.,e., Finance, Marketing and Human Resource Management. For the effective delivery of course curriculum, with the sustained support of our esteemed Management, provided necessary infrastructural facilities and also ensured to enhance the learning resources based on the course curriculum and recommendations of the faculty members from time to time. Being a professional course, in coordination with IQAC, leadership of the Director and active involvement of every faculty members, ensure to disseminate the course curriculum effectively and enable students to become competent enough to face the job market, compete at different levels after their postgraduation. Following are some of the evidential documentations maintained by the Institution for the effective delivery of course curriculum -

Soon after the notification of Calendar of Events circulated by the University, the Director and Acdemic Cordinator collectively prepare the Institutional Academic Calendar of events which includes schedule for curricular, cocurricular and extra curricular activities i.e., internal tests, induction programs, industrial visits, workshops, seminars, guest lectures, conferences, Alumina meet, gradation day, sports meet, placement drive, etc. The same is notified on Institutional website, notice board and circulated to students through whatsApp group.

Processes of curriculum engagement:

- The list of courses available in each semester are enlisted and

circulated among the faculties before the commencement of the semester for their choice of subject based on their expertise.

- The faculty meeting will be called to finalize the final allotment of the subjects based on their choice and availability of the subject.

- Internal pedagogy will be conducted every semester to discuss elaborately about the pedagogy to be followed while completing the subject. The course coordinator will mention the methodology he/she follows while executing the course plan.

- The course coordinator will incorporate all the deliberations in his/her course plan.

- Timetable coordinator create the class schedules adhering to university teaching scheme. Timetables are posted on notice boards, distributed to faculty, and made available on the Institute's online platform for accessibility.

**Lesson Plan and Monitoring Mechanism:**

- Each course coordinator prepares a detailed lesson plan immediately after the pedagogy meet. These plans are reviewed by IQAC coordinator and approved by the Director.

- Course coordinator maintains comprehensive course file which includes documents like the academic calendar, syllabus, lesson plans, notes, question papers, and records of class tests etc.

- The course coordinator will monitor his/her lesson plan delivery by mentioning the actual and scheduled date of class conduction, deviation if any. The director will monitor the course plan by signing intermittently.

- At the end of the semester the course coordinator submits his/her the course file to the IQAC.

**Training Sessions for the faculty members:**

- **To enable every faculty members competent enough to engage the course curriculum effectively, the Institution deputes all the teaching staff to the Pedagogy Meet organized by the PG Department, Kousali Institute of Management Studies (KIMS), Karnatak Univerity.**

## CIE processes:

- **During the Induction programme students are well informed about the University guidelines for maintaining minimum 75 % attendance in theory and practical sessions.**

**Note: Further details is made available on Institutional website.**

| File Description | Document |
|---|---|
| Upload Additional information | View Document |

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 10

| File Description | Document |
|---|---|
| Institutional data in the prescribed format | View Document |

### 1.2.2

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

**Response:** 26.04

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

years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 143     | 19      | 0       | 12      | 120     |

| File Description | Document |
|------------------|----------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

## 1.3 Curriculum Enrichment

**1.3.1**

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

**Response:**

**Our Institute integrated crosscutting issues relevant to professional ethics, gender, human values, environment, and sustainability with a view to ensure holistic development of the students. The students must become empowered professionals and contribute to the nation building in their respective domains besides acquiring skills for logical reasoning and decisions in times of crisis. Following is the extract of courses in which highlighted the cross cutting issues -**

| Sl. No. | Sem. | Name of the Subject | Issues covered into |
|---------|------|---------------------|---------------------|
| **1.** | **I** | **Human Resource Management** | **Professional Ethics , Gender and** <br><br>**Human values** |
| **2.** | **II** | **Organization Behavior** | **Human values** |
| **3.** | **III** | **Business Ethics** | **Professional Ethics & Human** |

| | | | values |
|---|---|---|---|
| 4. | III | Legal Aspects of Business | Professional Ethics |
| 5 | III | Project Management | Environment and Sustainability |
| 6. | III | Supply Chain Management | Environment and Sustainability |
| 7. | IV | Microfinance and Financial Inclusion | Professional Ethics & Gender |
| 8. | IV | Environmental management | Environment and Sustainability |
| 9. | IV | StrategicHuman Resource Management | Professional Ethics & Human values |

1. **Professional Ethics:**

   - **Focuses on the principles and moral values that guide behavior of an individual in a professional context.**

   - **Covers integrity, accountability, fairness, and respect for others.**

   - **Helps professionals navigate ethical dilemmas in their work.**

2. **Gender:**

   - **Examines issues related to gender equality, gender roles, and gender-based discrimination.**

   - **Encourages sensitivity towards gender issues and promotes gender equity in all spheres of life.**

   - **Explores the impact of societal norms and structures on gender**

relations.

3. **Human Values:**

   - **Centers on universal values such as tolerance, brotherhood, empathy, compassion, respect, and justice.**

   - **Aims to inculcate values that contribute to personal growth and social well-being.**

   - **Often includes discussions on the role of values in personal and professional life.**

4. **Environment and Sustainability:**

   - **Addresses the importance of environmental stewardship and sustainable development.**

   - **Focuses on the need to balance economic growth with environmental protection.**

   - **Includes topics like conservation of energy, waste management , plantation awareness programs , mass plantation, resource conservation, and sustainable practices.**

**Efforts made by the institute to integrate cross-cutting issues such as professional ethics, gender, human values, environment, and sustainability into the curriculum include a variety of programs and initiatives aimed at enhancing student awareness and engagement. Here are some key initiatives**

**Gender Sensitivity:**

1. **Programs for Women: The institution organizes various programs aimed at empowering women and addressing gender issues. This includes folk dance competitions, health check-up camps, and awareness programs on women's rights and empowerment, particularly around International Women's Day.**

1. **Environment and Sustainability:**

   1. **Tree Plantation Initiatives**

   2. **Educational Programs**

1. **Celebration of Environmental Days**

2. **Human Values and Professional Ethics**

   1. **Curriculum Integration**

   2. **Guest Lectures and Workshops**

   3. **Community Engagement**

These efforts reflect a comprehensive approach to integrating cross-cutting issues into the educational experience, aiming to develop socially responsible graduates who are aware of their roles in promoting gender equity, environmental sustainability, and ethical practices in their professional lives

| Sl. No. | Issues covered | Programs Organized |
|---------|----------------|--------------------|
| 1 | Professional Ethics | IPR, work shops , seminar, Projects |
| | | |

| 2 | Gender | International women's day celebration, Human rights, sports and fun week |
|---|---|---|
| 3 | Human Values | Blood donation camp,Eye check-up, Bus shelter construction, Medical Kit Donation, Limb caliper donation, Mobile Eye checkup van donation, Raksha bandhan, Yoga programs, |
| 4 | Environment and Sustainability | Environment day celebration, mass tree plantation, awareness program, environment audits, water harvesting, Solar power harvesting, compost preparation and waste management |

| File Description | Document |
|---|---|
| Upload Additional information | View Document |

| 1.3.2 |
|---|

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

**Response:** 85.96

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

Response: 196

| File Description | Document |
|---|---|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 1.4 Feedback System

**1.4.1**

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

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

| File Description | Document |
|---|---|
| Action taken report on the feedback analysis | [View Document](#) |

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

### 2.1.1

**Enrolment percentage**

**Response:** 96.5

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 120 | 109 | 117 | 113 | 120 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 120 | 120 | 120 | 120 | 120 |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |

### 2.1.2

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

**Response:** 87.67

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 59 | 51 | 52 | 48 | 53 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 60      | 60      | 60      | 60      | 60      |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |

## 2.2 Student Teacher Ratio

**2.2.1**

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

**Response:** 25.33

## 2.3 Teaching- Learning Process

**2.3.1**

**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:**

**The institution always prioritizes students, aiming to provide a holistic experience through exercises, assignments, field work, study tours, project report, etc. The Vision of the Institution is to facilitate and shape the overall career prospects of the Management students. To achieve this, the institute has established a comprehensive teaching pedagogy that encourages student participation in academic and co-curricular activities. This includes training programs, skill enhancement workshops, career counseling, yoga and meditation sessions, and soft skill development courses.**

**Among many,few of the teaching learning methods are followed in our institute such as experiential learning, lecture method, competency based audio and video tutorials, Peer learning, blended methods, problem –solving, case discussions, etc.**

**Our facilities for experiential learning include:**

- **Computer Lab:** Equipped with essential resources for project and assignment work, this lab supports tasks such as data analysis using MS Office applications, including MS Excel and MS PowerPoint.

- **Language Lab:** This facility provides interactive exercises to develop key language skills such as listening, speaking, reading, and writing.

- **Entrepreneurship Development Cell (EDP Cell):** Designed to nurture entrepreneurial ideas, the EDP Cell partners with Deshpande Startups to support promising business concepts and facilitate connections between students and industry professionals through entrepreneurial talks.

- **Digital Library:** Featuring an OPAC (Online Public Access Catalog) system for efficient book management, the Digital Library offers access to around 5,000 e-books, e-journals, and research materials. Students can also access old question papers, syllabi, and library information.

-**Career Development Cell (CDC)** is instrumental in offering career guidance and counseling, focusing on skill development and training to enhance professional capabilities. The CDC organizes expert talks to improve communication skills, facilitates group discussions for real-world preparation, and hosts "Pick and speak" competitions to enhance public speaking skills.

By integrating these varied methods, our institution ensures a holistic educational experience that prepares students for both academic and professional success. We blend traditional techniques with innovative approaches to create a dynamic learning environment that equips students with the knowledge, skills and practical experiences necessary to excel in their careers

Our diverse teaching methods are designed to facilitate effective learning and include:

- **Traditional Lectures:** These are enhanced by ICT-enabled classrooms, where faculty integrate multimedia tools to support and enrich the teaching process.

**- Competency-Based Tutorials:** Audio and video tutorials are utilized to offer guidance and facilitate self-paced learning. These resources provide both spoken instructions and visual aids to improve comprehension and retention.

**- Peer Learning:** Students collaborate in small groups, fostering critical thinking and communication. Each faculty member mentors a group of 12 students, who engage in various activities, such as club events and assemblies, to build their skills throughout the year.

**- Blended Learning:** This method combines face-to-face instruction with online resources, including ICT tools like PowerPoint presentations, online videos, and WhatsApp groups. This approach offers flexibility and interactive learning opportunities, and is further supported by hybrid certification courses, such as those offered by NISM and NIFM.

**- Problem-Solving Exercises:** These tasks present real-world challenges that enhance students' critical thinking and analytical skills. They apply theoretical knowledge to solve practical problems in subjects like Operations Research, Project Management, Financial Accounting, and Security Analysis.

**- Case Discussions:** Analyzing real-life or hypothetical scenarios helps students explore complex issues and decision-making processes. This method promotes the practical application of theoretical concept and improve communication skills.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

## 2.4 Teacher Profile and Quality

**2.4.1**

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

**Response:** 100

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 09 | 11 | 12 | 11 | 12 |

| File Description | Document |
|------------------|----------|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts) | View Document |

**2.4.2**

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

**Response:** 27.27

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

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

| File Description | Document |
|------------------|----------|
| Institution data in the prescribed format | View Document |
| Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities | View Document |

## 2.5 Evaluation Process and Reforms

**2.5.1**

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

**Response:**

# Evaluation Process and Reforms

The main purpose of evaluation in academics is to assess and measure the skills and abilities of students during their course of study.. Evaluation plays a crucial role in the learning process, as it helps in identifying areas of improvement and provide timely and specific feedback to students so that they can track their progress and enhance their understanding.

Our institute, while adhering to Karnataka University's curriculum guidelines, has developed a distinctive internal evaluation system. The total evaluation process is categorised into (i) Continuous Internal Assessment (CIA) and (ii) Semester End Examination(SEE).For 2 and 3 credit courses, internal assessments are for 25 marks and external examination are for 25 to 50 marks respectively. For 4 credit courses, they are for 50 marks both in internal and exoternal equally.

(i) Continuous Internal Assessment (CIA): The description is as below;

- **Internal tests (40% weightage):** Two tests are conducted per course in each semester, for 25 marks, are scaled down to 10 marks later. The question paper contains the CO's of the respective courses to see that the faculty member ensures the coverage of entire syllabus in his/her respective subject. Each faculty member will be submitting the scheme of evaluation, along with question paper to the Director, through IQAC co-ordinator.

- **Assignments (40% weightage):** Two assignments per course are floated at regular interval in each subject,to ensure that the all the CO's are met in its microlevel,so that those CO's which are not reflected in the Internal tests are covered in its entirety. The assignment is scaled down to 10 marks later. Each faculty member will be submitting the assignment to the Director, through IQAC co-ordinator and there by the pdf of the same will be forwarded in the Student Whatsapp Groups by the respective subject teacher. Usually the submission dates of these assignment is 10 days from the date of publishing.

- **Participation (10%):** A customised freedom s given to the faculty members to allocate these marks for the following considerations. They may be;

- **Class participation,**

- **Attendance,**

- **Quizzes,**

- **Presentations**

- **Mini projects etc.**

**Transparency: Before the conduct of internal tests, the course in charge faculty member, will prepare the question paper based on the coverage of the CO's in the prescribed format as per the academic requirement. The question paper will be reviewed in two stages before the final printing. The IQAC co-ordinator will countersign the submitted question paper after ensuring that the prescribed requirements have been met. The same will be endorsed by the Director before printing. Later the sealed question paper will be submitted to the exam section for further processing.**

**After each internal assessment, question papers are reviewed orally in the class to clarify concepts and answer queries about disparities in the marks scored by the students and are corrected immediately by the respective faculty members. Some faculty members also write comments in the test booklets, so that the students can take corrective actions accordingly in future. After communicating the marks to the students, these booklets are countersigned by them before finalizing and submitting to the University.**

**(ii) Semester End Examination (SEE): The courses with 2 credits are set for 25 marks and those with 3and 4 credits are set for 50 marks by the University.**

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

## 2.6 Student Performance and Learning Outcomes

**2.6.1**

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

Response:

**At IEMS B-School, the faculty has taken significant steps to ensure that the Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) are well-structured and accessible to all stakeholders. Given that Karnatak University Dharwad does not provide these outcomes for MBA subjects, IEMS has developed and implemented its own set of outcomes that are aligned with academic and industry standards.**

**MBA Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) on the Website**

**IEMS B-School ensures transparency and accessibility by displaying the MBA Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) on the institute's website. These outcomes outline the broad competencies that students are expected to develop over the course of the program. The POs focus on essential managerial skills such as critical thinking, leadership, and decision-making, while the PSOs are tailored to specific functional areas like finance, marketing, and human resources, encouraging students to develop specialized skills for their careers.**

**Course Outcomes (COs) of All MBA Subjects & COs versus POs on the Website**

**For every MBA subject offered, the Course Outcomes (COs) are also displayed on the website. These COs clearly outline what students should be able to achieve after completing a course. IEMS has also created COs versus POs correlation matrices for all subjects, which are showcased on the website. This matrix helps in visualizing how the learning outcomes of each course (COs) contribute to achieving the overall program outcomes (POs), thus providing clarity and alignment in the learning process.**

**Subject-Wise CO-PO Mapping**

**At IEMS, the subject-wise CO-PO mapping is another essential component displayed on the website. This mapping shows the specific connections between individual subjects' outcomes (COs) and the broader program outcomes (POs). It ensures that students and faculty alike can see how each course contributes to the overall learning objectives and helps maintain a cohesive academic structure.**

**Internal Assessment and Assignment Papers with COs**

**To further aid students in understanding the alignment between coursework and program outcomes, IEMS provides Internal Assessment Question Papers with COs clearly mentioned. This practice ensures that students are aware of the specific learning goals being assessed. Additionally, the Internal Assessment Booklet includes not only the COs but also the POs and PSOs. This helps students see the bigger picture of how their assessments tie into the overall program.**

**Similarly, Assignment Question Papers with COs are made available. This ensures that every assignment is designed to reinforce specific course outcomes. Alongside this, the Assignment Booklet, complete with POs and PSOs, is provided to guide students in understanding how each assignment contributes to their broader educational and professional development.**

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

**2.6.2**

*Attainment of POs and COs are evaluated.*

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

**Response:**

**At IEMS B-School, we focus on evaluating Programme Outcomes (POs) and Course Outcomes (COs) to ensure that our students gain the necessary skills and knowledge throughout the MBA program. Although**

we lack access to university exam data for complete CO-PO mapping, we have developed an effective system using internal assessments and assignments to track student progress.

**Approach to Evaluating COs, POs, and PSOs**

Our evaluation relies heavily on Internal Assessments (IA) Tests, Assignments, and project evaluations. These methods allow us to align each course's objectives with the overall goals of the MBA program, ensuring that students' learning is measured appropriately.

**Direct Methods (Quantitative Data):**

IA Tests and Assignments: These are our primary tools for assessing how well students understand the course content and how it relates to broader program outcomes. The assessments are designed to evaluate various aspects of student learning, including problem-solving, critical thinking, and leadership skills. Scores from these assessments provide us with concrete data on how well students are progressing in the program.

Project Evaluations: For courses that involve projects, we use rubrics to measure students' theoretical knowledge and practical skills. This method helps evaluate how well students are applying their understanding of business concepts in real-world situations. Project evaluations are particularly useful for gauging the practical skills students develop during their studies.

**Indirect Methods (Qualitative Data):**

Student Feedback and Surveys: We collect feedback from students at the end of each course to understand their perceptions of the course content, teaching methods, and how the curriculum supports their personal and professional growth. While this qualitative data doesn't directly measure COs, it provides valuable insights for improving our teaching strategies and curriculum design.

**Data Collection and Analysis**

The data collected through IA tests, assignments, and feedback is analyzed to map COs to POs and PSOs. We ensure that this data is used

to evaluate the alignment between course objectives and the overall program goals. This information is made available on the institute's website, allowing for transparency and accountability.

We also maintain an Internal Assessment Booklet and an Assignment Booklet, both mapped to specific course outcomes. These booklets, along with corresponding mapping documents, provide a clear framework for assessing how internal evaluations contribute to the overall learning objectives of the program.

For PSOs, we ensure that students attend relevant events such as workshops and seminars, where they can develop specific competencies in areas like financial modelling, marketing, and leadership.

**Future Steps**

In the future, we aim to use the data collected from internal assessments and student feedback to perform a comprehensive analysis of CO-PO and CO-PSO attainment. This will enable us to measure how well students are meeting the learning objectives and contributing to the overall program outcomes. By continuously refining our evaluation methods, we strive to ensure that our graduates are well-prepared for successful careers in the business world.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

**2.6.3**

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

**Response:** 89.18

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 80 | 86 | 81 | 90 | 100 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 87      | 94      | 81      | 108     | 120     |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |
| Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise. | [View Document](#) |

## 2.7 Student Satisfaction Survey

**2.7.1**

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

**Response:** 3.5

| File Description | Document |
|------------------|----------|
| Upload database of all students on roll as per data template | [View Document](#) |

# Criterion 3 - Research, Innovations and Extension

## 3.1 Resource Mobilization for Research

**3.1.1**

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

**Response:** 2.06

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 2.0 | 0.06000 | 0 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 3.2 Innovation Ecosystem

**3.2.1**

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

**Response:**

**The Institution has an academic ambience.  With the active support of the Management, the Director ensures to enhance the infrastructural facilities, enhance the learning resources based on the demands of the faculty members, encourage staff to regularly update and upgrade professionally by providing OOD facilities.  The Institution has created ecosystem for creativity, innovativeness.**

**Entrepreneurship Development Cell**

**Impart entrepreneurial education/skills amongst students through various**

**trainings programs Arrange vibrant interaction with organizations promoting the cause of entrepreneurship.**

**To provide a platform for interaction with entrepreneurs.**

**The ED cell conducts various knowledge sharing programs each semester, where students are given inputs regarding Startup Ideas, Strategic decision making, Industry expectations etc.**

**An annual event called B-IDEATIC is conducted which gives students to explore their innovative business ideas. Students can present their business or startup concepts to a jury panel and receive feedback and encouragement to use their ideas to launch their own business at some point in the future.**

**Research Culture:**

- **To inculcate the research culture among faculty members, the Institution has subscribed 22 academic Journals. Provided financial assistance for publishing research articles at recognized Journals.**

- **IEMS Journal of Management Research :**

- **The IEMS Journal of Management Research is a biannual journal that focuses on the publication of high-quality empirical, conceptual, and review papers, enriching the realm of management. The primary objective of the journal is to disseminate knowledge that promotes professional management practices and caters to the research interests of academicians.**

- **As an intellectual platform for knowledge exchange, the IEMS Journal of Management Research facilitates the sharing of insights, experiences, and ideas concerning the theory and practice of management. The journal specifically welcomes articles showcasing action-based research, such as case studies and reviews, addressing business-related issues, as well as conceptual-based research, where researchers propose purpose-driven solutions through academic research.**

- **During the assessment period, most of our faculty members have contributed their expertisation through research articles which are published in this Journal.**

- **Faculty members do guide students for quality project and dissertation work in internships, which include both the SIP (summer in plant project) and MCP (major concurrent project).**

- **Installed R and Python software. Provided necessary exposure to the faculty members for interpreting primary and secondary data to prepare the analysis report.**

- **Provided a well 14 configured desktops, internet connectivity in every cabin meant for teachers. Upgraded every class room with ICT enabled.**

- **Invited academicians, senior professors, entrepreneurs to deliver special lecture related to research culture. These events have motivated 03 full time teachers to register for Ph.D. at different Universities.**

**Language Lab :**

**In the Computer Laboratory, installed necessary software on some of the desktops. The concerned faculty members do engage special training sessions to those who are in dire need of english communication skills. Further the college also made it mandatory to every students to use Language Guru (Digital Language Lab) which is a cloud based Digital Language Lab software for enhanced learning experience and also enable students to gain English Communication Skills. This facility has a specialized learning environment designed to help students improve their English speaking skills. It typically consists of a classroom or a designated space that is equipped with audo-visual equipment and specialized software to facilitate language learning.**

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

**3.2.2**

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

**Response:** 21

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 13 | 02 | 03 | 02 | 01 |

| File Description | Document |
|------------------|----------|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 3.3 Research Publications and Awards

**3.3.1**

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

**Response:** 0.56

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

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

| File Description | Document |
|------------------|----------|
| Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

**3.3.2**

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

**Response:** 1.33

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 09 | 0 | 01 | 00 | 02 |

| File Description | Document |
|------------------|----------|
| List of chapter/book along with the links redirecting to the source website | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters | [View Document](#) |

## 3.4 Extension Activities

**3.4.1**

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

**Response:**

**To imbibe the social, moral and ethical values among students, In coordination with support service units Women Empowerment Cell, Rotract Club, etc. the Institution regularly conducts awareness programme and extension activities at the neighbourhood community.**

**One of the key initiatives in 2022-23 was the Voting Awareness Campaign in Tarihal Village. By encouraging civic participation and educating the local community about their voting rights, this campaign highlighted the significance of democracy. Students were actively involved, helping them**

understand their role in the electoral process and the importance of being informed and responsible citizens.

Healthcare initiatives have been a prominent aspect of IEMS's outreach. In 2022, a Free Eye Check-up Camp was organized in collaboration with the Jayapriya Medical Foundation Eye Care Hospital and the Karnataka Material Testing Association, offering vital healthcare services to the local community. The donation of a Mobile Eye Care Van, in partnership with the Rotary Club, further extended healthcare accessibility to underserved areas. Such activities helped students recognize the importance of public health services and their role in community well-being.

Environmental conservation was also addressed through events like the World Environmental Day in 2022, conducted in association with the Rotary Club. This event focused on raising awareness about environmental sustainability and encouraged students to adopt eco-friendly practices.

IEMS's commitment to social welfare extended to disaster relief as well. In 2019, the Helping Hands initiative was launched to aid rain-affected families in Gamanagatti Village, where students played a key role in delivering relief materials. Additionally, in 2021, the institute donated two oxygen concentrators to the Dharwad District Administration to support the local community during the pandemic.

In support of broader societal causes, the institute made a donation to the Army Welfare Fund in 2019, and in 2018, it collaborated with Rashtrotthana Blood Bank and HDFC Bank to conduct a Blood Donation Camp, emphasizing the life-saving importance of such contributions.

These extension activities have had a profound impact, not only benefiting the community, but also instilling in students a sense of social responsibility, empathy, and commitment to service. Through these initiatives, IEMS continues to create socially aware graduates who are prepared to contribute positively to society.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

**3.4.2**

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

**Response:**

**At our institute, we always believe in giving back to society and actively participate in various community service activities. While we may not have received official awards from government bodies, our work has been appreciated by well-known organizations.**

**In the academic year 2022-2023, we were recognized by Jayapriya Eye Care Hospital, Hubli, with a Certificate of Appreciation for donating a Mobile Eye Care Van. This van has helped bring much-needed eye care services to people living in rural areas, where access to proper healthcare is limited. By providing this support, we are doing our bit to ensure that people in need get the medical attention they deserve.**

**Along with this, in the same academic year, we also received appreciation for organizing a Free Eye Check-up Camp in collaboration with Jayapriya Medical Foundation Eye Care Hospital, Hubli and Karnataka Material Testing Association, Hubli. This camp was part of our outreach programs aimed at the residents of Tarihal. Through this initiative, we helped address health issues in the community and reinforced our commitment to serving society beyond academics.**

**In the academic year 2018-2019, our institute was appreciated by Rashtrotthana Blood Centre, Hubli, for organizing a blood donation camp. This camp brought together students, faculty, staff, and the local community to contribute to a life-saving cause. The recognition we received highlights our dedication to promoting health and well-being in the community.**

**These recognitions, though not from government bodies, are meaningful to us as they showcase the impact of our work. We remain committed to**

**continuing such initiatives and encouraging our students to grow into responsible citizens who care about making a difference in society.**

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

### 3.4.3

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

**Response:** 7

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 02 | 01 | 01 | 02 | 01 |

| File Description | Document |
|---|---|
| Photographs and any other supporting document of relevance should have proper captions and dates. | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 3.5 Collaboration

### 3.5.1

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

**Response:** 04

| File Description | Document |
|---|---|
| Institutional data in the prescribed format | [View Document](#) |

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

**4.1.1**

**The Institution has adequate infrastructure and other facilities for,**

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

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

**Response:**

**The institute has a green and clean campus spread in 1.02 gunta with built in campus area of 2466. sq. meters as notified in the allotment status in land records of Dharwad district . The institute has necessary infrastructural facilities as per AICTE and Karnatak University, gtuidelines.**

**FACILITIES OF THE COLLEGE:**

**Class Rooms:**

**The Institute has altogether 5 ICT enabled class rooms, mounted LED bulbs, comfortable Study tables, ceiling Fans, Ventilation, White and Green Boards. 03 class rooms are mounted with speaker and Bluetooth. In the case of special lecture conducted in specific class room, the moveable speakers and mic is effectively utilized.**

**Laboratory:**

**The college has a computer laboratory with 40 well configured desktops, preloaded with necessary software based on the course curriculum. Computer Lab is equipped with high bandwidth Internet Connection, LCD Projector, Comfortable chairs, Ceiling fan, a Ventilation fan, a White Board, and a fire extinguisher.**

**Language Lab:**

**To ensure every students develop English communication skills, facilitated**

specific App to the students who are weak in communication in English. Similarly, to monitor their progression, the college has set up language lab with 5 desktops.

**NRC and OPAC:**

02 upgraded desktops are placed at the central library. Students are encouraged to utilize the available facilities optimally.

**ICT enabled Seminar Hall:**

The college has ICT enabled seminar hall with the seating capacity of 120. A well-equipped Seminar Hall is used for various events like Induction programs, Annual Cultural programs, Guest Sessions, Student Development Activities (Business plan Presentations, Poster presentations Etc), Conferences, Workshops, and Seminars.

**Facilities for Divyangan:**

Along with the above facilities institute also have Lift for the Physically Handicapped.

**Canteen Facility:**

For the benefit to the staff and students, the college has canteen facility. Tea, snacks, breakfast and lunch is provided to students and non teaching staff totally free of cost. The food prepared by the cook is validated from Essar Laboratories & Research Centre, Hubli once in a while. The drinking water facilitated in the canteen is also duly certified by the same Institute.

**Sports facilities:**

Students are given optimum scope for both Indoor and Outdoor games. The Institute has indoor games i.e., Carrom, Chess, Table Tennis and Outdoor games Cricket, volleyball, throwball, badminton, Students can borrow necessary equipment from the admin office. Surrounded by greenery, the ground also offers a serene space for relaxation and contemplation.

**Cultural Activities:**

**To extract the hidden talents of the students, the institute conducts the activities under the banner "Cultural Club" which conducts Fun Week, different competitions i.e., Rangoli, Cook without fire, singing, dance, collage, fashion show, etc.  Talented students are provided necessary coaching, costumes, accompanists during the participation of youth festival organized by neighbouring Institutions and University.**

**Yoga facility:**

**The college invites trained coach to train staff and students regularly.**

**Security and Safety:**

**CCTV surveillance cameras are mounted in all the class rooms, seminar hall, Library, support service facilities, statutory points, canteen, etc., for the purpose of safety and security.  The entire campus is surrounded with compound wall and fencing.**

**Bus facility:**

**The Institute has free transport facilities to pick and drop students from nearby locality of the Hubli and Dharwad city.**

**[Further details are uploaded on  Institutional Website]**

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

**4.1.2**

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

**Response:** 5.05

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 5.54 | 5.21 | 4.96 | 5.66 | 0.50 |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |
| Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted) | [View Document](#) |

## 4.2 Library as a Learning Resource

**4.2.1**

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

**Response:**

**The library in the institute is  the main place for knowledge dissimination and plays an important role in helping with both academic and research needs. It covers 108 square meters and has a well-arranged reading room, reference section, textbook area, and a digital library, making it easy for students to access resources.**

**Library Collection:**

**The library has a wide variety of 8,517 books, including textbooks, reference books, case studies, journals, and other non-fiction materials. These are updated regularly based on requests from faculty to ensure students get the latest study materials. In addition to this, the library also offers e-resources like digital documents (pdfs'), CDs, and e-books, which can be accessed at the library desk or in the computer laboratory.**

**To help students further, the library provides general reading materials, including fiction, non-fiction, self-help, and motivational books, as well as books for placements, competitive exams, and the MBA question papers**

of Karnatak University. Famous authors like C.R. Kothari, Philip Kotler, and Stephen P. Robbins are included to ensure quality academic content.

**Library Automation with Integrated Library Management System (ILMS):**

The library has moved to an advanced Integrated Library Management System (ILMS), which has automated all main tasks like issuing books, cataloguing, and managing inventory. This change has made services faster and more accurate for both students and staff. The shift from manual to fully digital management has made borrowing easier and access to resources quicker, improving the learning environment.

**Subscriptions to E-Resources and Open Educational Resources (OER):**

The library offers a variety of e-resources through subscription platforms like N-Digital Library, where students can find e-journals, e-books, and research papers. The institute also promotes open access by providing links to Open Educational Resources (OER) repositories, giving students and faculty free access to top-quality academic content. These e-resources are available anytime, from anywhere.

**Digital resources links:**

**Library                                E-Resources                                -** https://sites.google.com/view/libraryiemshubli/home

**N-Digital Library - http://www.ndigitalonline.com**

**Events and Engagement**

To encourage reading and intellectual growth, the library organizes events like Dr. S.R. Ranganathan's Birth Anniversary celebrations, Competitions and book review sessions are also held to engage students with the library.

**Library Budget for Books and Journals**

The purchasing of books and journals will be carried out based on the curriculam requirements and others. The amount spent on purchasing

**books and journals depends on the academic needs each year and recommendations from faculty. The focus is always on getting the latest editions and the most useful materials for students' academic and research purposes.**

**Library Budget for augumentation**

**The library has augumented with 11 tables, 50 chairs, and 2 computers to enhance the learning environment and improve the study and research experience for students and faculty.**

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

## 4.3 IT Infrastructure

**4.3.1**

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

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

**Response:**

**The institute boasts a well-appointed computer lab featuring a diverse array of systems from HP and other leading brands, complemented by 2 units of 100 Mbps for accessing e-learning resources. A comprehensive suite of both system and application software is readily available. The campus-wide network is bolstered by both Wi-Fi and LAN routers, ensuring pervasive connectivity. The internet connectivity is extended to Director's chamber, Administrative Block, laboratory, central library, support service units, staff rooms, class rooms, seminar hall, etc.**

**This infrastructure supports teachers and students alike in fulfilling their academic requirements with dependable internet access available throughout the computer laboratories.**

Furthermore, a dedicated lab assistant regularly assists all faculty members and students for effective usage of the facilities. The institute's computer inventory comprises 46 units, each featuring a range of configurations tailored to different needs. The institute also uses laptops equipped to ensure optimal performance across various tasks and applications.

**LAN access:**

Cat6 cable provides LAN access to the buildings, and optical fiber internet access is also available within. Each level has 10/100 Mbps Switches installed. Wireless routers are also installed in administration office and director cabin in accordance with the specifications.

**Wi-Fi facility:**

Students receive full help from the Lab Instructor. Wi-Fi is made available by placing and configuring it close to computer laboratories, department hallways, libraries, and classrooms. Staff members and students are given the access with facility.

**ICT Facilities:**

Computers, speakers, and LCD projectors with internet connectivity are provided in every classroom and seminar space.

**Language Lab:**

To help with teaching language skills, the institute features modern audio-visual technology from the outset. Both instructors and students make good use of the Language Lab for soft skill development and self-improvement. This Language Lab is helpful for those who wish to get better at speaking English. The college's language lab offers audio-visual instruction through mobile phones. Its goal is to increase pupils' self-assurance when interacting and speaking in English. The lab's main goal is to give students a platform to improve their soft skills, communication abilities, and English language proficiency.

**CCTV:**

**Every classroom and common area on the campus of the institute is equipped with CCTV cameras. In order to monitor activity as needed a 16+8 Channel DVR with a 1 TB storage capacity is installed in the network connectivity room. It is employed for daily monitoring.**

**Online Teaching Platform:**

**Institute has purchased the online Teaching Platform "Zoom Meeting Pro" for taking online lectures and guest sessions during pandemic.**

**Software's such as Microsoft office and turbo c++ are installed for preparing word documents, excel sheets, power point presentations and learn coding in the computer lab.**

**Almost all the faculty members optimally use the ICT for effective delivery of course curriculum.**

**Students also access social media in the computer lab to improve networking and keep themselves updated.**

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

| | |
|---|---|
| **4.3.2** | |
| **Student – Computer ratio (Data for the latest completed academic year)** | |
| **Response:** 9.12 | |
| 4.3.2.1 **Number of computers available for students usage during the latest completed academic year:** | |
| Response: 25 | |

| File Description | Document |
|---|---|
| Extracts stock register/ highlighting the computers issued to respective departments for student's usage. | [View Document](#) |

## 4.4 Maintenance of Campus Infrastructure

**4.4.1**

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

**Response:** 2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0.75    | 2.91    | 1.78    | 0.43    | 2.77    |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | View Document |
| Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted) | View Document |

# Criterion 5 - Student Support and Progression

## 5.1 Student Support

### 5.1.1

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

**Response:** 59.7

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 95      | 84      | 118     | 157     | 220     |

| File Description | Document |
|------------------|----------|
| Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language). | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

### 5.1.2

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

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

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

| File Description | Document |
|------------------|----------|
| Report with photographs on ICT/computing skills enhancement programs | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

### 5.1.3

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

**Response:** 73.43

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 113     | 168     | 217     | 93      | 238     |

| File Description | Document |
|------------------|----------|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

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**5.1.4**

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

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

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

| File Description | Document |
|------------------|----------|
| Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances | [View Document](#) |

## 5.2 Student Progression

**5.2.1**

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

**Response:** 64.29

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

07-12-2024 03:09:49

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 55 | 75 | 30 | 60 | 50 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 79 | 91 | 96 | 81 | 73 |

| File Description | Document |
|------------------|----------|
| List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website) | View Document |
| Institutional data in the prescribed format | View Document |

**5.2.2**

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

**Response:** 0

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

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

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | View Document |

# 5.3 Student Participation and Activities

**5.3.1**

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

**Response:** 8

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 7 | 0 | 0 | 1 | 0 |

| File Description | Document |
|------------------|----------|
| list and links to e-copies of award letters and certificates | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

**5.3.2**

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

**Response:** 2.6

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 05 | 01 | 00 | 03 | 04 |

| File Description | Document |
|------------------|----------|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 5.4 Alumni Engagement

**5.4.1**

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

**Response:**

**The Institution has an active Alumni Association. The Association meets once in a year, identify the students requirements in line with academics and other facilities. They also seek the suggestions by the staff of the college. The Institution encourage the Association by providing them essential facilities for the conduct of meeting, provide them tea, snacks, breakfast and lunch based on the schedule of the meeting. Following are the eventual report of the Alumni engagement for the overall career prospects of students.**

1. **Nostalgia (Annual Meet): Alumni Sessions and Interactions: Alumni conduct interactive sessions on critical industry topics, sharing their expertise and discussing current industry trends with students, thus bridging the gap between academics and practical knowledge.**

2. **Placement and Career Guidance: Alumni actively contribute to career guidance by informing the placement officer and faculty about job opportunities and offering mentorship to help students excel during interviews and in their professional growth.**

3. **Campus Recruitment: Many alumni visit the campus for recruitment, contributing significantly to student placements by offering opportunities within their companies.**

4. **Summer Internship Assistance: Alumni provide invaluable support by offering internships in their companies, helping students gain real-world experience through Summer Internship Programs (SIP) and Major Corporate Projects (MCP), which are key components of the MBA curriculum**

5. **Entrepreneurship Awareness: Several alumni have ventured into entrepreneurship, establishing startups across various sectors like agriculture, pharmaceuticals, and services. Their journey from**

corporate life to becoming first-generation entrepreneurs provides students with insights into business challenges and success stories.

6. **Social Media Promotion:** The alumni network remains active on social media platforms, especially Facebook. Alumni are encouraged to promote their alma mater by sharing news, developments, and accomplishments, which fosters engagement within the broader community.

This robust network not only enhances the professional development of current students but also strengthens the relationship between the institute and its graduates, promoting long-term collaboration.

The Institute alumni have made significant contributions across various areas, demonstrating their continued commitment to the institution and its students. Here's a brief overview of their contributions:

1. **Alumni Meet (Nostalgia):** Alumni reunions have been regularly organized, with major events held in 2018, 2020, 2022, and 2023, allowing former students to reconnect with their alma mater and fellow alumni.

2. **Donations of Books:** Mr. Bhartesh Dhupadal generously contributed to the institute by donating text books, supporting the academic growth of current students.

3. **Invited Talks:** For the benefit of the students, some of the members of the Alumni have delivered special lectures on current trends, professional ethics, competitive examinations, etc.

4. **Sports Trophy Sponsorship:** Col. Vivek Savangouder has sponsored the Sports Rolling Trophy, contributing to the promotion of extracurricular activities at the institute.

5. **Sponsoring Mementos for International Conference:** Mr. Rahul Sunagar sponsored mementos for an international conference, supporting the institute's efforts in global engagement.

6. **SIP and MCP Assistance:** Alumni such as Mr. Manjunathswamy Hiremath, Mr. Satish Amargol, Mr. Karabasayya M. Dalawaimath, and Miss Ayeesha Naikwadi have assisted students by providing opportunities for Summer Internship Programs (SIP) and Major Corporate Projects (MCP).

7. **Placement Assistance:** Alumni like Mr. Emmanuel, Mr. Omkareshwar Bidarimath, Mr. Shridhar Kumar Chougule, and Mr. Pradeep Tadahal have actively supported the placement process, helping students secure positions in various organizations.

These contributions reflect the strong bond between the alumni and institute, ensuring that current students benefit from their knowledge, resources, and support.

# Criterion 6 - Governance, Leadership and Management

## 6.1 Institutional Vision and Leadership

**6.1.1**

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

**Response:**

**The Institute is affiliated to Karnatak University, Dharwad, and approved by AICTE, New Delhi. The institute offers a comprehensive 2-year MBA program with specializations in Marketing, Finance, and Human Resources Management, along with a range of open elective subjects.**

**Vision Statement:**

*"Be a Centre for Continuous Learning that Excels in Management Education and Professional Development"*

**Mission statements:**

- **To develop competent professionals to lead business by providing a learner-centric environment to the student community.**

- **To offer contemporary, technology-driven value-added courses to develop an entrepreneurial mindset.**

- **To enhance employability skills by facilitating strong networking with alumni, professionals, Industry, and community.**

- **To promote training and motivate faculty and staff to address the expectations of society in North Karnataka.**

- **To nurture Research culture, Spirit of the dignity of the Individual, and commitment to growth.**

**Core Values:**

**IEMS emphasizes the following values to guide its students in developing work ethics and social responsibilities:**

- **Adaptability**

- **Commitment**

- **Integrity**

- **Passion**

- **Professionalism**

**Governance and Strategic Decisions:**

**Strategic decisions at IEMS are made by the Governing Body, guided by the core values and inputs from the Academic Department, IQAC and Alumni Association. The Director oversees the implementation of these strategic decisions. The Institute has established an Internal Quality Assurance Cell (IQAC) to ensure quality education and holistic students' development.**

**IQAC Functions:**

**The IQAC organizes periodic meetings to create effective roadmaps for institutional activities, ensuring quality education and student readiness for the corporate world. It plays a crucial role in managing and implementing strategic decisions.**

**Student Development and Extracurricular Activities:**

**The Institution promotes student development through various initiatives including:**

**Value Added and Certificate courses:**

**Such as Advanced Excel, Digital Marketing courses and NISM certification programs.**

**Club Activities:**

Marketing, Finance, Human Resource, Rotaract and Cultural clubs. These clubs conduct cocurricular activities coordinated by Staff Convener and student representatives.

**Cells Activities:**

The Entrepreneurship Development Cell (EDC) and Career Development Cell (CDC), IQAC, Library Committee, are actively involved in organizing events and workshops focused on developing students' skills.

The college has formed statutory cells i.e., Prevention of Sexual Harrassment Cell and Anti Ragging cell, Grievance Redressal Cell, SC/ST Cell, Minority Cell, OBC Cell.

**Institute Innovation Council**

To promote staff and students' innovative ideas to get it implemented, the college has formed a specific cell i.e., IIC.The college has provided a separate desktop, internet connectivity at the staff room and encouraged the faculty members to develop the critical and analytical  skills. Conducted a special awareness lecture on Patents and Copy Rights.

**Research Activities:**

The college has earmarked financial provision for the conduct of research related seminars, conferences, etc.  For example; conducted 3 days FDP on, "Case Writing and Research Methodology" held on 4 – 6th May, 2023. Subscribed 22 academic journals and FDP on, "Codeless Machine Learning using R", etc.

**Faculty Development:**

Institute invests in faculty development through conferences, workshops, and training programs, aiming to meet societal expectations and promote continuous professional growth.

With the visionary focus of the Director of the Institution along with senior faculty members, prepared a comprehensive Plan of Actions which are to be implemented with short and long term plan of 5 years.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

## 6.2 Strategy Development and Deployment

**6.2.1**

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

**Response:**

**The institution operates with a well-defined organizational structure that ensures smooth functioning and strategic decision-making. The Governing Body and IQAC hold the highest authority, overseeing management decisions and guiding the alignment of policies and processes with institutional goals. Adhering to regulations from bodies such as the All India Council for Technical Education (AICTE) and Karnatak University Dharwad, the institution follows established rules and guidelines meticulously.**

**In terms of administration, the Director leads the institute, supported by various coordinators who manage specific functions. These include:**

1. **IQAC**

2. **Academic Coordinator:**

3. **Training & Placement Officer:**

4. **Admission Coordinator:**

5. **Clubs: HR Marketing, Finance, Rotaract, Cultural.**

6. **Cells: Career Development Cell, Entrepreneurship Development.**

7. **Institute Innovative Council.**

8. **Statutory Cells**

9. **Committee: Library, Discipline**

## Appointment Procedures

The institute adheres to appointment and service rules as prescribed by regulatory bodies, ensuring compliance with established procedures.

## Deployment of Strategic Plans

The college collects the feedback on course curriculum, conducts students satisfaction survey, collects the suggestions / recommendations of the stakeholders on overall academic quality sustenance and enhancement. Following are the evidential implementation based on Strategic plans -

## Teaching and Learning:

Focused on enhancing the educational experience the following quality initiatives were implemented:

- To encourage students to enrol online courses, one of the faculty members has become Local Chapter – IIT Chennai established in the year 2020.

- Introduction of separate Internal Test & Assignment Booklets for better record keeping.

- Scheme of Evaluation has been introduced.

- Teaching Learning Plan has been enhanced.

- Language Lab established

- Internal Pedagogy meet is held in the beginning of the semester

- CO&PO mapping initiated

- 3458 learning resources have been enhanced in the central library.

## Infrastructure and Maintenance:

- New Car Purchased for College.

- Lift facility as has been installed covering three flours.

- **Mounted more than 130 LED Bulbs in the campus.**

- **Rain water harvesting facility and Solar panel for preserving natural resources.**

- **110 chairs were purchased to upgrade Auditorium and Library.**

- **Added additional 05 CCTV cameras for the campus.**

- **Canteen Roof Sheet upgraded.**

- **Audio systems for all the class rooms and Auditorium**

- **Upgraded all the class rooms with ICT enabled.**

- **Compound Wall Fencing was done.**

- **Fire Extinguisher systems were enhanced.**

- **The entire campus is painted.**

## Research Culture:

- **Subscribed 22 academic journals.**

- **Motivated faculty members to upgrade professionally competent. 01 faculty members has conferred with Ph.D. and 03 have registered for pursuing Ph.D. at different Universities.**

- **Institute has its own Research Journal which is now made in digital form.**

- **Invited regularly academicians, entrepreneurs, professionals and successful Alumni to deliver special lecture on current trends and Research Methodology.**

## Computer Lab

- **Enhanced 15 well configured desktops.**

- **All the PCs are supported with Anti Virus.**

- **Provided internet connectivity.**

# Central Library

- **Replaced old chairs with 60 new chairs.**

- **Introduced digital library facility along with OPAC provision.**

- **Purchased e-learning resources i.e., 5000 books.**

## Industry Interaction/Collaboration for Placement Activities:

**Strengthening ties with industry for student placements. Institute has signed 05 MoU's and accordingly regularly conducted the activities based on the objectives of MoUs.**

## Student Development and Participation:

**The institution actively fosters student growth and involvement through a range of extracurricular activities and clubs. These initiatives are designed to enhance students' skills, interests, and overall development. Key components include:**

| File Description | Document |
|---|---|
| Institutional perspective Plan and deployment documents on the website | [View Document](#) |

**6.2.2**

*Institution implements e-governance in its operations*

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

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

| File Description | Document |
|---|---|
| Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance | [View Document](#) |

## 6.3 Faculty Empowerment Strategies

**6.3.1**

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

**Response:**

# Performance Appraisal System for teaching staff:

# For teacher appraisal at IEMS, a structured process is followed to ensure a comprehensive evaluation. Here's an overview of the process and the factors considered:

# Appraisal Process:

# Self-Appraisal:

# Teachers are required to complete a self-appraisal form, where they assess their own performance and achievements over the evaluation period.

# Personal Meeting:

# All points and evaluations are discussed in a personal meeting between the faculty and the Director to ensure a thorough and transparent appraisal process.

# Verification and Remarks:

# The completed self-appraisal is reviewed by the Director and one representative from management, who provide feedback and remarks based on the teacher's performance and contributions.

# Forwarding to Chairman:

**The Director of the institute forwards the appraisal along with their remarks to the chairman of the institute for the annual increment.**

**Factors Included in PAS:**

- **Subject preparation and delivery**

- **Communication skill**

- **Command over class**

- **Related case study discussion**

- **Comprehensive Concurrent Evaluation (CCE) Planning and evaluation**

- **Feedback from students**

- **Semester end Result of Subject taught**

- **Mentorship programme**

- **Research paper publications**

- **Participation/organising Conference, workshops, Seminar/webinar, FDP**

- **Event coordination**

- **Placement support**

**Performance Appraisal System for non-teaching staff**

**A separate form is designed for Performance appraisal of non-teaching staff which collects the information about different parameters. All non-teaching staff fills self-appraisal form and the points are discussed with the Director of the institute.**

**Some of the points will be given for appraisal of non-teaching staff is as below:**

- **Punctuality**

- **Performance in daily work responsibilities and completion of the task**

- **Handling of the new task assigned**

- **Efficiency and effectiveness during work**

- **Work experience in the same institute**

After meeting with individual staff in the institute suggestions are given to respective staff for improvement by director along with remarks and recommendations to management for further processing.

**Impact of PAS:**

- **Incremental benefit to all the staff.**

- **The Institution has given ample scope and provision to upgrade and update professionally. Deputed almost all the faculty members for attending professional development programmes.**

- **Non teaching staff updated on ICT effectively.**

- **Every staff of the Institution established the belongingness and developed the professional responsibilities.**

## WELFARE MEASURES

Following welfare measures are available in the Institution -

1. Provident Fund Contribution

2. ESI

3. Group Insurance

4. Canteen facility at subsidized rate.

5. Free Uniform for all staff members.

6. First Aid and Medical Room.

**7. Staff Leave -**

- **12 days Casual Leave and 07 days Earned Leave.**

- **Compensatory off is given to the staff if they work on holidays**

- **Duty Leave for attending FDP, Seminar, Conference.**

**8. Financial support**

- **Financial support for attending professional development programme i.e., FDP/Seminar/ Conference is given**

- **Financial support for Research/ publications**

- **Salary advance provided to staff members as per requirement**

- **Incremental benefit every year.**

**9. Motivation to staff members:**

- **Free 2 time tea and biscuits to the staff.**

- **Permission  to register for Ph.D. programme**

- **Reimbursement of bill against the purchase of learning resources by respective faculty members.**

- **Active participation of faculty members in different committees / cells.**

- **Separate computers, internet connectivity at the staff room.**

- **Cubicle and cabins for the teaching staff.**

- **Enhancement of learning resources based on current trends.**

- **Outbound Recreation.**

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

**6.3.2**

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

**Response:** 0

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

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

| File Description | Document |
|---|---|
| Institutional data in the prescribed format | [View Document](#) |
| Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head. | [View Document](#) |

**6.3.3**

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

**Response:** 35.71

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 15 | 7 | 1 | 1 | 1 |

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

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

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |
| Annual reports highlighting the programmes undertaken by the teachers | [View Document](#) |

## 6.4 Financial Management and Resource Mobilization

**6.4.1**

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

**Response:**

**The institute has implemented effective strategies for mobilizing funds, with the primary revenue source being fees collected from students.**

**Additionally, the institute generates revenue through fees collected from participants attending workshops, Faculty Development Programs (FDPs) and conferences.**

**Utilization of Financial Resources**

**The institute follows a well-defined procedure for the utilization of financial resources. Revenue is allocated to various expenditure heads, including administration, placement, events, academics, infrastructural maintenance, vehicle maintenance, campus security, marketing campaigns, library, corporate social responsibilities and payments to regulatory authorities like AICTE and the University. Additionally, the institute spends on uniforms, canteen, industry visits and transportation for students.**

**Financial Audits (Internal and External)**

**The Institute of Excellence in Management Science has established a**

**transparent financial system and maintains thorough records, supported by regular internal and external audits:**

- **Internal Audit: It is conducted monthly by the society (Kaizen Eduplus Society). The internal audit ensures that all financial transactions are properly verified and recorded. This includes verifying entries in the books of accounts, receipts, and other related documentation.**

- **External Audit: It is conducted annually by a Chartered Accountant appointed by the society; the external audit evaluates the overall presentation of the financial statements. The accounting statements are finalized in June or July, and the audited statements are signed by the Chartered Accountant. These audited statements are then submitted to tax authorities, with returns filed with the Income Tax Office in Hubli. Additionally, the audited statements and accounts are submitted to affiliating institutes. The institute also prepares various returns based on the annual accounts for submission to other government offices, such as Professional Tax Returns, Provident Fund Returns, Employees State Insurance Corporation and IT returns, all of which are submitted following the external financial audits.**

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

## 6.5 Internal Quality Assurance System

**6.5.1**

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

**Response:**

The Institution has established IQAC on 4th January 2022 from the academic year 2021-22 (which was commenced from 31st Jan, 2022 as per University Notification). It consistently focuses on quality improvement for overall functioning of the Institute. A significant contribution is made by IQAC in formulating strategies and implementing various quality policies and innovative practices. IQAC conducts meeting on a quarterly basis to take reviews on activities.

After the establishment of IQAC following initiatives are taken-

Internal Pedagogy:

Participating in internally organized pedagogy programs and holding regular pedagogy meetings are excellent initiatives by the IQAC. These efforts ensure that the faculty is well-prepared and aligned with the latest teaching methodologies, ultimately enhancing the quality of course delivery and student learning experiences. By brainstorming before each semester, the faculty can collaboratively develop strategies tailored to the specific needs of the courses and students. During the pedagogy meet various opportunities in teaching the particular subject with various pedagogical tools are discussed and noted for execution.

Introduction of Internal Test and Assignment Booklets.

Before IQAC was established the institution was conducting internal tests without any specific test booklets. Introducing specific booklets for internal tests and assignments in 2021 was a significant step towards improving the organization and consistency of assessments. This change likely helped streamline the evaluation process, making it easier for both students and faculty to maintain records, track progress, and ensure that all submissions are uniform and properly archived.

Scheme of Evaluation

Introducing a Scheme of Evaluation is an excellent quality initiative aimed at enhancing the consistency, transparency, and effectiveness of the internal assessment process. This approach ensures that the evaluation of internal test papers is systematic, fair, and aligned with the learning outcomes.

**CO-PO Mapping:**

The initiation of the CO-PO mapping process by the IQAC for the academic year 2022-23 is a crucial step towards aligning the educational objectives of the institution with the learning outcomes. Deriving Program Outcomes (PO), Program Specific Outcomes (PSOs), and Course Outcomes (CO) ensures that the curriculum is designed to meet specific educational goals and that student performance can be effectively measured against these outcomes.

**Box File Documents:**

The introduction of the Box File system by the IQAC to maintain detailed lesson plans is a smart initiative. This approach helps in organizing and preserving essential documents that support academic delivery for each subject. It not only ensures consistency in teaching but also provides a valuable resource for tracking the progress and effectiveness of course delivery over time. This systematic documentation can be instrumental in enhancing the overall quality of education and in meeting accreditation requirements.

**Student Feedback:**

Implemented the suggestions / recommendations on priority basis and also communicated to BoS for implementing the stakeholders suggestions and recommendations. This has reflected in developing Evaluation Rubric for the major concurrent project by the University in the year 2022-23.

**Conduct of Internal Assessments:**

Internal Assessment Test Question Paper is enhanced by incorporating Course Outcomes (CO) and Program Outcomes (PO).

**Contribution to Research**

Conducted 3 National level seminars.IQAC has been instrumental in Digitalizing IEMS Journal and Proposed for UGC Care Listing & 2f status.

**Knowledge Exchange Programme:**

**The Internal Quality Assurance Cell (IQAC) has initiated Knowledge Exchange Programs for faculty members as part of its commitment to enhancing educational quality, current trends, professional development, etc.**

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](View Document) |

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**6.5.2**

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

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

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

| File Description | Document |
|---|---|
| List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date. | [View Document](View Document) |

# Criterion 7 - Institutional Values and Best Practices

## 7.1 Institutional Values and Social Responsibilities

**7.1.1**

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

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

**Response:**

**The Institution is surrounded with compound wall, mounted sufficient CCTV surveillance cameras at all the statutory points, class rooms, laboratories, facilities rooms, central library, etc. This has attracted more than 45% of girl students surpassed with boy students. The Institution has made it mandatory to students to wear the ID card before entering into the campus. Outsiders are permitted to visit the Institution only with the genuine and valid reason.**

**With the help of senior faculty members, the Institution has prepared a Gender Audit and the observation of the Audit is implemented on priority basis for the promotion of gender equity activities. The Institution has provided a separate room with the essential facilities i.e., vending machine, magazines and periodicals, etc., for girl students. The Institution has a transport facility, lady staff are accompanied with girl students for safety commutation.**

**Statutory Cells:**

**Further, the college has implemented the statutory cells i.e., Prevention of Sexual Harrassment Cell, Anti Ragging Cell, SC/ST Cell and also the college has Grievance Redressal Cell, Discipline Committee, etc. With the help of these cells, the Institution invites experts, professionals to deliver special lecture on gender sensitivity. In order to promote gender equity in the institution the following measures are taken:**

- **Awareness programs are conducted on women safety, Career Opportunities, special lecture on health & hygiene, etc.**

- **Internal Complaints Committee addresses the grievances related to gender safety and security.**

- **Separate placement drives are conducted for female students.**

- **Security guards are positioned across the Institute to look after the security of the infrastructure, students and staff.**

**Class Representative:**

**To provide equal opportunity, the Institution gives scope to every class to select 01 girl and boy to represent respective division and the Director will approve the students representatives.**

**Health and healthcare:**

**The students and staff are included under Group Health Insurance. The Institution has a separate Medical Room including First Aid Kit. The college has an MoU with Begur Clinics, Tarihal. In the case of medical emergency, the doctor attend the patient on priority basis and similarly, medical check up camp being organized for students and also staff regularly.**

**Women Empowerment Cell:**

**The Institution has an active Women Empowerment Cell(WEC) comprising of students representative. With the help of WEC, the Institution regularly conducts gender equity and women empowerment activities. The Institution gives equal scope to students including girls, to compete at various competitions, fest, etc., organized by the competent organizations, participation in extension activities, field work, study tours, etc. Every year, college conducts Medical Check up camp.**

**Following are some of the evidential activities conducted during the assessment period –**

1. **Special lecture on, "Cyber Crimes and Cyber Law" held on 08.06.2021.**

2. **Conducted a workshop on, "Social Entrepreneurship" held on 18.11.2022.**

3. **Special lecture on, "Violence against Women" on 25.11.2022.**

4. **On the occasion of National Girl Day, conducts special lecture on, "Women Empowerment".**

5. **On the occasion of International Women's Day, every year the Institution identify the successful women entrepreneurs, professionals and felicitate them. This has motivated good number of girl students.**

6. **On the occasion of National Safety Day, with the help of expert regularly conducted demonstrative lecture on Self Defence.**

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

**7.1.2**

**The Institution has facilities and initiatives for**

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

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

| File Description | Document |
|---|---|
| Policy document on the green campus/plastic free campus. | [View Document](#) |

**7.1.3**

**Quality audits on environment and energy regularly undertaken by the Institution. The**

**institutional environment and energy initiatives are confirmed through the following**

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

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

| File Description | Document |
| --- | --- |
| Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date | [View Document](#) |

**7.1.4**

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

**Response:**

**To keep students active participation in curricular, cocurricular and extra curricular activities, the Institution has formed some of the committees / cells i.e., Human Resource, Marketing, Finance, Cultural Club, Career Development, Training & Placement, Entrepreneurship Development Cell, Rotract Club, Women Empowerment Cell, etc. Students' representatives are included in all these committee / cells. To identify the hidden talents of the students, Institution conducts competition on Quiz, Essay, Debate, Singing, Dancing, Group Discussions, etc., at the beginning of the semester. The convener of the Cultural Club chooses highest achievers in different competitions as a student representative.**

**Following are the evidential activities being conducted on Inclusive Environment à**

**Manthan Youth Festival**

**This vibrant event is exclusive design for outgoing students offering them a flatform to showcase their skills, creativity and team work. During the assessment period regularly conducted Inter Collegiate competition on**

**Treasure Hunt, Market Kshetra, Devil Follows, Mad Ad.**

**Fun Week**

**The Institution gives scope to the students to showcase their talents. The Fun week is conducted for 06 days which includes the competitions like; Rangoli, Mehandi, Singing, Ethic day, Retro Day, Mis-match day, cook without fire.**

**Nirmana**

**The Institution conducts one week Orientation programme for the freshers which include the activities i.e., Team Building, Outbond, Seminars, Spiritual Talks, Talent Hunt, Visit to spiritual centre.**

**Raksha Bandhan**

**To develop the cordial and congenial relationship among the students and staff, on the occasion of Raksha Bandhan the Institution invites Spiritual leaders from Mata Ashram who deliver special lecture and at the same time tie the Raksha Bandhan Band to every students and staff. This has created brotherhood.**

**Founders Day**

**The Institution celebrates Birth day of the pioneer CA.Dr. N.A. Charantimath. On this occasion, invite blood bank organization to conduct blood grouping and donation camp. Good number of students and staff donated their blood for noble cause.**

**Students Participation**

**During the assessment period, on the occasion of Azadika Amrit Mahotsava, the Institution has deputed some of the students to participate and compete on different events organized by the Karnatak University,Dharawd. The Institution regularly encourages students to participate in Management Fest organized by neighbouring competent**

and recognized Institutions. Accordingly students have participated at NMIT Bengaluru, KLE's MSSCET, Belagavi, KLE's Mrityunjaya Arts & Commerce College, Dharwad, etc.

The institution regularly conducts greenery initiatives, eye check up camp, First Aid Kit donation, Artificial limb donation, bus shelter construction, special lecture, etc., being conducted on all the national festival.

## Constitutional Obligation

Following is the list highlighting the activities being organized to enlighten staff and students on constitutional obligation –

- The Institution has displayed Preamble of the Constitution at the corridor of the premises. Staff motivate students to read it regularly.

- The Institution conducts Assembly on every Monday between 9.30am – 11.00am, which includes HR, Marketing, Finance, Sports, Employment News read by student and the programme wind up with National anthem.

- On the occasion of Rashtriya Ekta Divas, to inculcate the national integration among students, Oath / Pledge is read by all the students and staff.

- Conducted a Rally on Voters Awareness at Tarihal Village.

- Conducted special lecture on, "Consumer Protection Act", "Road Safety", "Child Labour", "Violence Against Women", "Rights & Duties of common citizen", etc.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

**7.2 Best Practices**

**7.2.1**

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

**Response:**

# BEST PRACTICE – 1

## Title of the Practice

## NUTRITIOUS FOOD & OTHER FACILITIES

## Objectives

- **To develop healthy eating habits and lifestyle.**

- **To help students maintain their energy levels throughout the day.**

- **To demonstrate institutional commitment to student welfare and well-being.**

- **To develop the culture of *"Saha Jeevana Saha Bhojana"*.**

- **To provide free transportation facility and uniform.**

- **To enhance the students timely participation in curricular, cocurricular and extra curricular activities.**

- **To retain the students participation till the last classes.**

## The Context

**Good number of the students enrolled are from different geographical locations. The Institution records more than 40% of the girl students comparing to boys students. To facilitate the provisions to every students enrolled, the esteemed Management extended their helping hand to provide the facilities without taking any additional fees.**

**Break-fast, Tea and Lunch**

In a heart-warming display of support, our institution launched an initiative to provide free food, blazers, and transportation to all the students struggling to make ends meet. This comprehensive program aimed to alleviate the burden of basic needs, allowing students to focus on their academic and professional growth.

Everyday all the students are ensured access to nutritious food, fuelling their minds and bodies for academic success. The aroma of freshly cooked meals wafted through the air, as students savoured each bite, grateful for the sustenance.

Blazers: Dressing for Success

The Institution provides every student Uniform including Blazer at free of cost.  All the students were fitted with formal blazers, perfect for job interviews, presentations, and networking events. The sleek, navy blue garments exuded confidence, helping students make a lasting impression. As they slipped on their blazers, they felt a sense of pride and belonging.

Transportation: Bridging the Gap

This facility is extended to students who are from the distance of 20 Kms i.e., between Hubli and Dharwad.  The Pickup and dropping is carried out from the designated route and destiny.

The practice

- Objective: Ensure that students have access to nutritious meals to support their academic performance and overall well-being.

- Implementation:

  - Cafeteria Services: Provide healthy, balanced meals in the campus cafeteria during academic hours. Consider offering meal plans as part of the student fee structure.

  - Events and Workshops: Offer free meals or refreshments during seminars, workshops, and events to encourage participation and reduce barriers to attendance.

- **Quality Assurance:**

  - **Regularly monitor food quality and hygiene standards are approved by NABL Lab certification.**

  - **Gather student feedback to continuously improve the menu and service.**

- **Impact Measurement:**

  - **Track student attendance and participation in academic activities and correlate with the provision of free food to assess its impact on student engagement.**

## 2. Blazer (Uniform/Professional Attire):

- **Objective: Foster a professional learning environment and prepare students for the corporate world by providing appropriate attire.**

- **Implementation:**

  - **Distribution: Provide each student with a blazer as part of their welcome kit or at the start of the academic year.**

  - **Usage: Mandate the wearing of the blazer during formal events, presentations, and campus placements to maintain a professional atmosphere.**

- **Quality Assurance:**

  - **Ensure the blazers are of good quality and fit, representing the college's brand and ethos.**

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## 1. .Title of the Practice 2  QUARTERLY NEWS LETTER

## 2. Objectives of the Practice

- **To regularly update the overall activities of the Institution to stakeholders.**

- **To develop the goodwill of the Institution.**

- **To maintain the archive of the activities.**

- **To encourage students for active involvement in curricular, cocurricular and extra curricular activities.**

- **To create academic ambience.**


**3. The Context:**

**Empowering Community, Inspiring Excellence**

**the IEMS Newsletter is a source for news, events, and achievements from around our vibrant campus community. The newsletter is designed to keep everyone informed, connected, and inspired.**

**Stay Connected**

- **Catch up on the latest news and updates from campus**

- **Celebrate student and faculty achievements and spotlights**

- **Stay ahead of upcoming events and important dates**

- **Access valuable resources and support services for students**

- **Reconnect with alumni and friends of the college**


**Features**

- **Student Spotlight: Meet our outstanding students and learn about their accomplishments**

- **Faculty Focus: Discover the latest research and achievements from our esteemed faculty**

- **Campus Life: Explore our vibrant extracurricular activities and**

**student organizations**

- **Alumni News: Stay updated on the success and achievements of our alumni community**

## 4. The Practice

**The Institution would always set up learning activities that allow students to explore their creativity in relevant, interesting, and worthwhile ways.**

**The IEMS Newsletter is also one such platform for recognizing students' innovation and creativity. This will enable the students to create what they want in their lives. It aims to provide a record of the College's activities and the achievements of students, staff members, and alumni.**

**The institute has a great insight for making students with dazzling future by sculpting them to be participated in various activities and giving liberty to execute their ideas. The main aspect of the Newsletter is to maintain the high standard of integrity among students to develop their ideologies and their innovation in this highly advanced technical world.**

## 5. Evidence of Success

- **Social Media Engagement: More social media likes, shares, and comments on newsletter-related posts, showing expanded reach.**

- **Alumni Engagement: Increased alumni involvement, donations, or mentorship participation after being featured in or reading the newsletter.**

- **Student Retention: Improved student retention rates, potentially linked to the newsletter's supportive resources and community-building content.**

- **Increased Submissions: More students, faculty, and staff submitting articles, events, or announcements, indicating a sense of ownership and engagement.**

- **Increased Open Rates: Rising number of readers opening the**

**newsletter, indicating growing interest and engagement.**

- **Event Attendance: Higher attendance rates at events promoted in the newsletter, indicating effective promotion.**

- **Website Traffic: Increased website visits and engagement metrics (e.g., time on site, pages per session) after newsletter publication.**

## Note:

**The detailed report along with supporting documents are made available on Institutional website.**

| File Description | Document |
|---|---|
| Best practices as hosted on the Institutional website | [View Document](#) |
| Any other relevant information | [View Document](#) |

## 7.3 Institutional Distinctiveness

**7.3.1**

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

**Response:**

**Kaizen Eduplus Society's Institute of Excellence in Management Science, popularly known as IEMS B-School, at Hubli was established in the year 2006 under the leadership of Dr. N.A. Charantimath who is an eminent academician and research scholar with 40-plus years of experience in the field of corporate finance, accountancy, auditing, corporate law, taxation, advisory services, and the education sector.**

**IEMS B-School aims at providing aspiring management studies, a distinctive combination of academic excellence and professional relevance during the full-time MBA course which is approved by All India Council for Technical Education (AICTE) Govt. of India- New Delhi, Govt. of**

**Karnataka and affiliated to the Karnatak University, Dharwad.**

**The College is located at Tarihal Industrial Area, Airport road, in Hubli, situated amidst of versatile micro, small and medium industries, the proximity to such industries is an added advantage to student's exposure in order to gain empirical knowledge right from the beginning of the batch.**

**The college has an excellent environmental friendly infrastructure to run quality academic programs. The Training & Placement Cell conducts career guidance and training activities inline with the industry requirements. The activities like pre placement training and industry visits are carried out regularly for the holistic development of students. The seminar hall and classrooms are well equipped with ICT facilities; along with a computer lab with updated computer systems and a board roms are adding value to the ecosystem. The library is well equipped with 8498 books, 22 journals, & 7 subscribed magazines.**

**The College practices a well-structured system of mentoring to provide individual guidance to the students in not only choosing the right career path but also to help them in becoming confident and emotionally secure individuals.**

## INSTITUITIONAL ACHIEVEMENTS

**Institution is proud to highlight its institutional achievements, demonstrating its commitment to academic excellence, innovation, and community engagement.**

- **Approved by AICTE, Ministry of HRD, Govt. of India, New Delhi, Approved by Government of Karnataka, Affiliated to Karnataka University Dharwad**

- **First North Karnataka B school to offer Harvard Management Mentor Certification Courses**

- **Ranked by IIRF-2024 Best Business School(Private) Overall 72nd rank among 110 B School(Published in Education Post-January 2024)**

- **Academic Insights Education Excellence Award 2023**

- **Secured All India Rank 148 among 400+ college's participating in Internshala Annual Rankings for the year 2023.**

- **ISO: EOMS: 21001: 2018 Certified Institute**

- **Institutional membership from MTC Global India, Association of Indian Management Schools, Hyderabad**

- **NPTEL online course Local Chapter at IEMS B School.**

- **Funded projects from KSCST,AIMS,MGNCRE**

- **Institute publishes the research work through its IEMS Journal (Digital / printed form) bi-annually**

- **Student Development Programs as a part of Academic Social Responsibility(ASR) activity**

- **Rotract Club for social activities.**

These achievements demonstrate institution's dedication to excellence, innovation, and community engagement. We continue to strive for greatness, pushing boundaries and making a positive impact.

FACULTY ACHIEVEMENTS

The faculty members of institution have made significant contributions to their fields, demonstrating excellence in research, teaching, and service.

- **Published 12  textbooks, news paper columnist and a blogger.**

- **Few senior faculty members have published research articles in Peer Reviewed  Journals**

- **Regularly organized the Flagship events such as B-IDEATIC, Job Mela**

- **05 faculties have cleared different exams through NPTEL and NISM**

# STUDENTS ACHIEVEMENTS

The students of institution have demonstrated exceptional academic excellence, innovative thinking, and dedication to their communities, achieving numerous accomplishments and recognition.

Students actively participate in the management, cultural and Techno Fests hosted by the competent institutions

- More than 70% of students cleared the certifications programs from SWAYAM, NISM.

- Institution also offers wide certifications on Personality development, Digital marketing advanced excel and GST certifications and even students took advantage by grabbing the certifications from various recognized institutes

- Excellent achievements have been gained by students in the academics. overall the institute academic stood over and above 90%

- Students even take voluntary initiative in organizing the management fests such as Manthan,Utsav,B-IDEATIC and Parichay etc

# INSTITUTE-INDUSTRY-INSTITUTE INTERACTIONS

MoU's with the industry and institute play a vital role in organizing the industry relevant activities. The MoU's are signed to have better involvement of the industry experts from different domains. The major MoU's have been signed with Jyothi Institute of Technology,Bangalore, Shakti Institute of Financial Markets Dharwad,Proficient Minds,Belagavi,Asian Institute of Family Managed Business,Mumbai, Shriram Finance,Hyderabad etc.

# ACADEMIC SOCIAL RESPONSIBILITY

The institute has a distinctive way of helping the neighboring institutions by orgaising FDP's,Seminars,Technical Talks and analysis study. The institutes benefitted are namely, Jolle Group of institutions,Nippani,

**KLE's Mrityunjaya College of arts and commerce,Dharwad, KNVVS's Arts and Commerce,College,Kittur ,Govt First Grade college Kalaghatagi and Shiggon etc.**

**PLACEMENT ACHIEVEMENTS**

**Placement Cell invites experts from the concerned fields and conducts pre-placement training programmes to prepare the outgoing students to gain prosperous placements. The major areas of output in the training programmes include general knowledge, current affairs, communication skill, soft skills, Resume preparation, participation in group discussion and interview skills. The cell arranges Interface Programmes with prominent Alumni to familiarize the students with the Industrial demands Library keeps 'Career Corner' that stocks volumes of competitive exams preparation books and magazines for Students' use and displays on the 'Career Notice Board' career related news about upcoming competitive examinations with dates. Effectively trained, in this alone the students have secured an excellent record of placement orders in MNC's, Industrial and Banking sectors. Thus, various Skill Development strategies transform Rural Students Community of our College from mere degree holders into a competent, skilled responsible citizen of this nation.**

| File Description | Document |
|---|---|
| Appropriate web in the Institutional website | [View Document](#) |

# 5. CONCLUSION

**Additional Information :**

**Following are some of the highlighting activities being organized in the academic year 2023-24. They are;**

- **Organized International 02 days Conference on, "Entrepreneurship & Innovation" held on 18-19, January, 2024.**

- **Organized On Campus Interview on Placement Drive for north Karnataka students held on 15-09-2024.**

- **Conducted panel discussion on, "Decoding of Union Budget 2024 – An Analysis on MSME Sector, Investments and Tax Benefits" in association with North Karnataka Small Scale Industries Association, Hubli held on 17-08-2024.**

- **IQAC & Institute Innovation Council Conducted FDP on Writing Effective Research Proposals to Funding Agencies on 29/4/2024.**

- **Conducted IEMS Premier League 2024, an intercollegiate sports competition.**

- **Conducted awareness programme on, "E-Waste Management and E-Waste Collection Drive" held on 26.07.2024.**

**Concluding Remarks :**

**On behalf of the entire staff and students, we express our gratitude to our beloved Hon'ble Chairman, CA Dr. N.A. Charantimath who is a Visionary and regularly encouraging and boosting the confidence level of entire staff of the Institution for carrying out the Institutional Vision and Mission statement effectively. It is he, who has provided necessary provisions and facilities in fulfilling the Self Study Report.**

**On behalf of the staff and students, we also express our deep sense of gratitude to the members of the Governing Council who regularly visited the Institution,**

supported the staff for the preparation of SSR.

The Institution is very much obligated to the authorities of the Karnatak University for their sustained support and providing the necessary supporting documents as and when sought by the Institution.

We express our gratitude to members of Alumni Association, parents, Industrialists, Employers, Regulatory Bodies for their support while preparing our SSR.

We express our gratitude to the NAAC official who have designed the self tutored SSR Manual.

We also express thankfulness to the entire staff of the college who relentlessly strived their best in compiling, composing, documenting based on specific metrics of the SSR criteria.

The entire content of the SSR is prepared by our staff only. No part of it is outsourced. Though it is a fresh and first time we have attempted to submit this SSR, We always seeks the guidance by NAAC from time to time.

# 6.ANNEXURE

## 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|---|---|
| 1.2.1 | **Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)**<br><br>Answer before DVV Verification :<br>Answer After DVV Verification :10<br>Remark : DVV has made necessary changes as per supporting document shared by HEI as per below link and value have been downgraded as we have excluded courses under regular curriculum, repetitive names and seminar in Value added courses |
| 1.2.2 | *Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years*<br><br>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years<br>Answer before DVV Verification:<br><table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>231</td><td>144</td><td>0</td><td>114</td><td>194</td></tr></table><br>Answer After DVV Verification :<br><table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>143</td><td>19</td><td>0</td><td>12</td><td>120</td></tr></table><br>Remark : DVV has made necessary changes as per supporting document shared by HEI and value have been downgraded as we have excluded courses under regular curriculum, repetitive names and seminar in Value added courses. |
| 2.1.1 | **Enrolment percentage**<br><br>2.1.1.1. **Number of seats filled year wise during last five years (Only first year admissions to be considered)**<br>Answer before DVV Verification:<br><table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>120</td><td>109</td><td>120</td><td>113</td><td>120</td></tr></table><br>Answer After DVV Verification :<br><table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr></table> |

07-12-2024 03:09:50

| 120 | 109 | 117 | 113 | 120 |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 120 | 120 | 120 | 120 | 120 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 120 | 120 | 120 | 120 | 120 |

Remark : DVV has made necessary changes as per supporting document shared by HEI

| 2.1.2 | *Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years*<br><br>2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**<br>Answer before DVV Verification:<br><br>

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 60 | 51 | 52 | 48 | 53 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 59 | 51 | 52 | 48 | 53 |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 60 | 60 | 60 | 60 | 60 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 60 | 60 | 60 | 60 | 60 |

Remark : DVV has made changes as per prescribed format shared by HEI and value have been downgraded due to excess of seats in reserve category

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 12 | 12 | 12 | 12 | 12 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 09 | 11 | 12 | 11 | 12 |

Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded as we have excluded faculty joining less than 10 months

**3.3.1**

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made changes as per prescribed format shared by HEI and value have been downgraded as we have considered Publication in the current UGC CARE with ISSN Number and has followed the calendar year (JAN-DEC)

**3.3.2**

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 11 | 0 | 0 | 01 | 02 |

Answer After DVV Verification :

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

| 09 | 0 | 01 | 00 | 02 |
|---|---|---|---|---|

Remark : DVV has made changes as per prescribed format shared by HEI and value have been downgraded as we have considered Publications with ISBN number and has followed the calendar year (JAN-DEC)

| 3.4.3 | *Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.* |
|---|---|
| | 3.4.3.1. **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years** |

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 10 | 10 | 04 | 08 | 08 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 02 | 01 | 01 | 02 | 01 |

Remark : DVV has made necessary changes as per supporting document shared by HEI and value have been downgraded as we have excluded day celebration and national festivals like World Environmental Day etc

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

Answer before DVV Verification :
Answer After DVV Verification :04
Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded as we have excluded soft skills in MOU

| 4.1.2 | *Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years* |
|---|---|
| | 4.1.2.1. **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)** |

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 10.07046 | 5.41120 | 39.09538 | 19.89266 | 12.72964 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 5.54 | 5.21 | 4.96 | 5.66 | 0.50 |

Remark : DVV has made changes as per audit report shared by HEI and has considered Expenditure for infrastructure development and augmentation

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

4.3.2.1. **Number of computers available for students usage during the latest completed academic year:**
Answer before DVV Verification :  46
Answer after DVV Verification: 25

Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded as we have considered invoice under GST

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

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 26.9694 | 62.41858 | 47.75416 | 92.57269 | 116.14022 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0.75 | 2.91 | 1.78 | 0.43 | 2.77 |

Remark : DVV has made changes as per audit report shared by HEI and has considered Expenditure incurred on repairs and maintenance of infrastructure (physical facilities and academic support facilities)

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

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

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

| 0 | 0 | 1 | 2 | 0 |

Answer After DVV Verification :

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

Remark : DVV has made changes as per supporting document shared by HEI and input value "0" has been considered as we have not received qualifying certificate for the same

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 15 | 16 | 0 | 16 | 17 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 05 | 01 | 00 | 03 | 04 |

Remark : DVV has made necessary changes as per supporting document shared by HEI and value have been downgraded as events under closure date has been counted as one

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made changes as per supporting document shared by HEI and input value "0" has been considered as there is no financial support less than Rs. 2000

## 2.Extended Profile Deviations

| ID | Extended Questions |
|---|---|
| 1.1 | **Number of students year wise during the last five years** |

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 228 | 240 | 200 | 200 | 240 |

Answer After DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 228 | 229 | 216 | 216 | 240 |

| ID | Extended Questions |
|---|---|
| 2.1 | **Number of teaching staff / full time teachers during the last five years (Without repeat count):**<br>Answer before DVV Verification : 12<br>Answer after DVV Verification : 9 |
| 2.2 | **Number of teaching staff / full time teachers year wise during the last five years** |

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 12 | 12 | 12 | 12 | 12 |

Answer After DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 09 | 11 | 12 | 11 | 12 |