SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MARATHWADA MITRA MANDAL'S INSTITUTE OF MANAGEMENT EDUCATION RESEARCH AND TRAINING

S. NO. 18, PLOT NO. 5/3, CTS NO. 205, KARVE NAGAR
411052
www.mmimert.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Marathwada Mitra Mandal, Pune is a Public Charitable Trust established in 1967 by Hon. Late Shri. Shankarraoji Chavan, Former Home Minister, Govt. of India as the "Founder President" and followed by Hon. Late Shri. Vilasraoji Deshmukh, Former Union Minister, Govt. of India. The trust has created excellent facilities of education in various fields of education such as Management, Law, Commerce, Pharmacy, Engineering, Architecture, Interior Design, etc. which provide excellent education to more than 12000 students every year.

Our sister concerns under the aegis of MMM namely Engineering College, Law College, Commerce College have received A grade from NAAC. MMM Pharmacy College is NBA accredited and also awarded with Platinum status by AICTE-CII Survey.

MMM's Institute of Management Education Research and Training (IMERT) is conceived as unique growth oriented institute approved by AICTE, New Delhi. IMERT offers two years full time MBA programme affiliated to Savitribai Phule Pune University. The institute was established in 1994 and has a legacy of 25 years.

The institute is located at Karve nagar, a locality famous for some of the prominent and prestigious educational institutes, sprawling over a huge green zone with state of art infrastructure and hostel facility. It is situated in the most prestigious academic centre in Pune.

The uniqueness of the institute lies in contemporary inputs from highly experienced and dedicated faculty members and development of dynamic personality.

IMERT focuses on imparting quality management education by providing a conducive environment with state of the art infrastructure to every individual studying at IMERT. IMERT practices experiential learning rather than academics only. IMERT focuses for Student pursuing MBA at IMERT to become a final product in the market with polished soft skills, managerial skills, decision making skills and overall life skills required for making them successful executives and leaders in the world of management.

In a nutshell IMERT promises a very enriching and very fulfilling learning experience to every learner.

Vision

IMERT endeavours to be the institute of preference for Quality Management Education.

Mission

Our mission is to impart professional management education by providing a conducive environment to every

individual to evolve as an effective Management Professional, Entrepreneur and a Responsible citizen.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. A constituent of the Marathwada Mitra Mandal Trust having a legacy of 52 years in education.
2. Value based governance and visionary & self-less management team.
3. Strong financial position and support of Marathwada Mitra Mandal Trust.
4. Long standing of 25 years of IMERT.
5. Qualified, competent, experienced and stable faculty team with industry background and committed non-teaching staff team.
6. Centrally located campus with tranquility as well as excellent connectivity.
7. Up-to-date physical infrastructure with all IT and other support facilities.
8. In-campus hostel facility for girls and boys.
9. Comprehensive and vibrant Training and Placement Cell.
10. MoUs with eminent institutes and organizations at national and international level.

Institutional Weakness

1. Moderate research and publications.
2. Less number of Industry sponsored projects and consultancy assignments.
3. Nascent stage of Alumni Association.
4. A financial limitation as fees are decided by Government authorities.

Institutional Opportunity

1. Space created in the field of management education because of conversion of a few Pune based management institutes into the private universities.
2. Brand building of the institute through MOOCs programmes designed and delivered by the faculty members.
3. Creating more international linkages.
4. Nurturing entrepreneurship.
5. Industry consultancy and MDP.

Institutional Challenge

1. Rapidly changing and complicating business environment leading to gradual extinction of the existing job profiles.
2. Reduction in attention span of the learners.
3. Growing inclination of the learners towards e-learning.
4. Rising cost of management education.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

IMERT, being the institute affiliated to Savitribai Phule Pune University (SPPU), delivers the curriculum of the MBA Programme designed and prescribed by the University. The institute lays importance to delivery of the curriculum through a well-defined and documented process. The process ensures the check and balance mechanism.

The process of effective curriculum delivery is ensured through the involvement of Corporate Advisory Board (CAB) & Internal Quality Assessment Cell (IQAC) in advisory and guiding capacity, Programme Planning & Monitoring Committee (PPMC) in the supervisory capacity and Departmental Learning Facilitator (DLF), MBA First Year Programme Coordinator & Faculty Members in the executory capacity. PPMC prepares the Academic Calendar. Faculty members prepare the detailed overall Teaching Plan. This session-by-session Teaching Plan is shared with the students before commencement of the course. Students are the ultimate beneficiaries of the process. The curriculum delivery process places huge importance on obtaining feedback on syllabus from different stakeholders. The feedback obtained from stakeholders is shared with IQAC for further deliberation and incorporation of changes needed, if any. The remedial measures advised by the IQAC for enrichment of the curriculum and betterment of delivery of the curriculum are implemented internally at the institute level. The institute also shares the feedback formally with SPPU wherever possible. Faculty members of IMERT have played an active role in revising the syllabus of SPPU from time-to-time.

Effective curriculum delivery is achieved by using various student-centric methodologies. IMERT also takes efforts to integrate the cross-cutting issues into the curriculum through various and relevant courses taught throughout the four semesters of the MBA programme. These efforts are consciously taken to sensitize the students to become responsible corporate citizen, which is an important aspect of the mission statement of IMERT.

Teaching-learning and Evaluation

IMERT is a part of the Centralized Admission Process of the State of Maharashtra and strictly follows the norms and process prescribed by the relevant authorities from time-to-time and admits the students in MBA programme allotted through the Centralized Admission Process.

The Teaching-Learning and Evaluation process at IMERT starts with assessment of students at entry level before formal commencement of the course delivery. Students are assessed in terms of their English Communication, Quantitative Aptitude and General & Business Awareness. Also, their academic performance

in the past is taken into consideration. Based on these parameters, inputs are differentiated for different groups of students.

Enhancement of the learning experience is always a priority at IMERT. Keeping this priority in view and mind, faculty members involve students in learning process through various experiential, participative and problem-solving methodologies such as lecturing, role plays, presentations, audio-visual films based learning, management games and activities, case studies, projects and assignments etc. Additionally, continuous industry interventions either on campus through guest sessions, talks and speeches or on site through industry visits give exposure of the real-time issues to the learners. Use of ICT is ensured at IMERT for increasing effectiveness of teaching. Faculty members of the institute have taken mindful efforts to incorporate incremental innovation in the teaching-learning process every semester.

IMERT has comprehensive and transparent Continuous Internal Evaluation mechanism. The institute also has a mechanism in the form of Examination Committee to deal with examination related grievances. The Examination Committee is headed by the College Examination Officer and the committee deals with all the examination related grievances in a time-bound and efficient manner through a properly laid down policy. The MBA Programme Outcomes (POs) are prescribed by SPPU as a part of the syllabus. Course Outcomes (Cos) are stated by the faculty members in their Teaching Plan for their respective course. The POs and COs are stated on the website of IMERT. Attainment of COs is measured by the respective faculty members using the cognitive abilities of Bloom's Taxonomy.

Research, Innovations and Extension

Realizing the significance of research as a critical element of the educational ecosystem, management of Marathwada Mitra Mandal (MMM) Trust as well as IMERT have taken concrete steps in this direction. MMM trust has established Center for Innovation, Invention and Incubation (CIII) jointly with Tata Technologies Ltd. and Science & Technology Park at the campus where IMERT is located. Tata Technologies Ltd. has invested a sum of Rs. 16.52 crores and MMM Trust has a stake of Rs. 2 crores in this project. The CIII is a shared resource provided by MMM trust aiming at innovation, invention and incubation of technology based projects and business ideas.

IMERT believes in conceptualizing and organizing national level and international level research conferences on contemporary issues for creation and transfer of knowledge. The conferences organized by IMERT in the Academic Year 2017-18 and 2018-19 focused on Finance and Economics. Both these conferences were excellently received at national as well as international level and witnessed research contributions from the researchers from eminent universities and institutes like London School of Economics, Delhi School of Economics, IIT Bombay, Gokhale Insitute of Politics and Economics, IIM Ahmedabad etc. The research papers presented in this conference are published by Springer in the form a book titled as 'Advances in Finance and Applied Economics'. These conferences were hosted by IMERT jointly with The Indian Econometric Society, New Delhi, Murdoch University, Dubai, Gokhale Institute of Politics and Economics, Pune and Savitribai Phule Pune University through the relevant MoUs. IMERT also publishes a research journal titled as

'Arthkalp' with ISSN.

The motto of MMM is Welfare of Masses. IMERT is unified with the motto of the trust and places importance on making its students responsible citizens as a part of its mission statement. This process needs continuous sensitization of students for which faculty members of IMERT continuously involve themselves along with students in various extension and community outreach activities. These activities are aligned with the core domain competencies of the faculty members and IMERT has developed its distinctive character from them.

Infrastructure and Learning Resources

The MBA programme aims at developing future managers and business professionals. IMERT understands and acknowledges the fact that to complement good academic inputs we require equally good infrastructure and learning resources to be able to create these future managers and business professionals. IMERT has a well-designed & centrally located campus. As far as infrastructure is concerned, IMERT follows the norms prescribed by AICTE. The present campus of IMERT has infrastructure in excess of the norms prescribed. In addition, the overall look and feel of all the facilities is very contemporary and corporate like, providing a very conducive environment for teaching learning. The Institute has adequate number of ICT enabled classrooms (including smart classrooms), tutorial rooms, seminar hall, computer centre, common rooms, faculty rooms, Placement Office, Administrative Office, Director's Office, cafeteria etc. The institute has a good library with rich collection of books, periodicals, journals and online databases. All these spaces have proper ventilation, adequate illumination and are well equipped with required facilities. 50 mbps Lease line internet connectivity as well as Wi-Fi connectivity is provided on IMERT campus. IMERT also provides sports facilities to its students in the form of Sports Ground, Basket Ball Facility, Volley Ball Facility, Indoor Games like Table Tennis, Chess, Carom etc.

All the policies for utilization and maintenance of all these facilities are well formulated and documented.

Student Support and Progression

To provide management education opportunity to every student and to facilitate their holistic development, the institute takes various initiatives. IMERT provides financial support to the students coming from the adverse socio-economic conditions in the form of scholarships, free-ships & deferred payment of fees in instalments etc. This support is over and above the scholarships and free-ships provided by Government under their various schemes.

IMERT believes in providing a comprehensive ecosystem to its students comprising of various aspects like mentoring, counselling, placement support etc. The institute has a very vibrant placement cell providing the students with required training as well as actual placement opportunities. It is worth mentioning here that 87% of the students of latest passing out batch secured placement from IMERT. The institute has formal as well as informal redressal mechanism to deal with student grievances. Ample opportunities for participation in various

curricular, co-curricular and extra-curricular activities are provided. IMERT also organizes its inter-collegiate annual fest 'Karmanta' which comprises of management, cultural and sports events. All these activities and initiatives aim at developing managerial and inter-personal skills of students. The institute also has a formally registered Alumni Association. Alumni of IMERT keep on contributing to students' development through their interactions on various occasions.

Governance, Leadership and Management

IMERT is the constituent unit of Marathwada Mitra Mandal (MMM) Trust, Pune. The institute is approved by the AICTE, New Delhi and affiliated to Savitribai Phule Pune University, Pune. As such IMERT is governed by MMM under the rules and regulations framed by the AICTE and SPPU.

IMERT works towards its mission 'to impart professional management education by providing a conducive environment to every individual to evolve as an effective Management Professional, Entrepreneur and a Responsible citizen'. The institute has a well-defined governance mechanism representing participation of management, regulatory bodies, faculty members, non-teaching staff, students, alumni, industry and social workers. Director of the institute, duly appointed through the staff selection committee of SPPU, is head of the institute and is vested with necessary powers for smooth functioning of the institute towards achieving its mission. IMERT ensures good governance system through decentralization of leadership and involvement of stakeholders in decision making at appropriate levels. The governance and leadership at IMERT lays down the perspective plan and implements it through operational short- term plans. All the decisions are well documented through minutes of meetings carried out from time-to-time through appropriate empowered committees.

Governance mechanism at IMERT ensures the necessary welfare measures for the staff members and also creates a proper accountability structure through their performance appraisals conducted regularly. It also ensures total transparency in all the financial, academic and administrative systems through proper internal and external checks.

Institutional Values and Best Practices

Motto of MMM Trust is Welfare of Masses. Accordingly, the trust works on a priority of providing education opportunity to every student even from the last strata of society. IMERT, being the constituent unit of MMM, ensures unification of its values with the overall value system of MMM Trust. Based on this core philosophy IMERT has aligned its entire focus on providing management education to every student irrespective of his/ her financial and social strata. The institute is committed to disseminate information and sensitize students about environment consciousness, gender equality and overall human values. Institutionalization of these values is always the focus of IMERT. Therefore, the institute has adopted many green practices to make campus environment friendly through the means such as LED lighting, waste management, recycling and plastic free campus. IMERT has given tremendous focus on sensitizing students towards environment preservation. Faculty members and students of the institute have planted and nurtured more than 600 trees on Hanuman Hill near the institute jointly with Nelda Foundation. This is worth mentioning as a one of the best practices. In addition, the

campus infrastructure is disable friendly with adequate facilities such as ramps and separate washrooms for persons with disability. The core best practice of the institute is to provide a comprehensive eco-system for development of financially and socially challenged students and empowering them for achievement of their coveted career goals. Faculty members play the key role in this practice along with the management support.

IMERT, as a management institute, has strived in establishing its distinctive character as an institute providing socially useful management education relevant to all the internal as well as external stakeholders. In this way IMERT has marched ahead on its vision of becoming the institute of preference for quality management education.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MARATHWADA MITRA MANDAL'S INSTITUTE OF MANAGEMENT EDUCATION RESEARCH AND TRAINING
Address	S. No. 18, Plot No. 5/3, CTS No. 205, Karve Nagar
City	PUNE
State	Maharashtra
Pin	411052
Website	www.mmimert.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Shriram Shrikrishna Nerlekar	020-25479812	9423001141	-	naacmba@mmimert.edu.in
IQAC / CIQA coordinator	Rupendra Ramchandra Gaikwad	-	7972552805	-	rupendragaikwad@mmimert.edu.in

Status of the Institution	
Institution Status	Self Financing and Private

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

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

Date of establishment of the college	01-01-1994

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Maharashtra	Savitribai Phule Pune 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](#)	21-03-2018	12	EOA for current academic year

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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	S. No. 18, Plot No. 5/3, CTS No. 205, Karve Nagar	Urban	1.04	2840

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
PG	MBA,Management	24	Any Graduate	English	180	177
Doctoral (Ph.D)	PhD or DPhil,Management	60	PG in Management	English	6	3

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				3				5				16
Recruited	3	0	0	3	3	0	0	3	12	4	0	16
Yet to Recruit				0				2				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

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				11
Recruited	7	4	0	11
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	1	1	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

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Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	0	0	3	0	0	2	0	0	8
M.Phil.	0	0	0	0	0	0	0	2	0	2
PG	0	0	0	0	0	0	9	1	0	10

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	1	0	0	1

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	6	3	0	9

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**
Doctoral (Ph.D)	Male	2	0	0	0	2
	Female	1	0	0	0	1
	Others	0	0	0	0	0
PG	Male	99	2	0	0	101
	Female	72	4	0	0	76
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	15	14	14	7
	Female	9	4	4	5
	Others	0	0	0	0
ST	Male	0	0	1	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	21	9	4	9
	Female	5	3	0	2
	Others	0	0	0	0
General	Male	63	56	26	63
	Female	36	24	17	20
	Others	0	0	0	0
Others	Male	10	6	4	7
	Female	6	1	3	3
	Others	0	0	0	0
Total		165	117	73	116

3. Extended Profile

3.1 Program

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

Response: 196

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
328	279	179	173	266

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
72	72	72	72	72

File Description	Document
Institutional data in prescribed format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
118	92	55	92	125

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
18	18	18	18	18

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
24	24	24	24	24

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 7

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

2017-18	2016-17	2015-16	2014-15	2013-14
149.2	147.6	113.1	111.5	144.6

Number of computers

Response: 80

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Institute of Management Education Research and Training (IMERT) offers two-year full time MBA programme. This MBA programme is approved by the AICTE, New Delhi. Under this programme we offer various specializations like Financial Management, Marketing Management, HR Management, Operations Management, Banking and Insurance Management, etc. As IMERT is an affiliated institute, we follow the syllabus prescribed by the affiliating University i.e. the Savitribai Phule Pune University (SPPU).

The Institute has taken following initiatives for systematic development, deployment and monitoring the effective curriculum delivery:

1. The syllabus of the program is shared with the Corporate Advisory Board (CAB). The CAB members, at times, give course specific or other relevant inputs to be included in the curriculum delivery.
2. The IQAC, based on the inputs of the CAB and its own observations also provides specific inputs, if any, in the curriculum delivery.
3. The Programme Planning and Monitoring Committee (PPMC) invite choices of the courses from individual faculty members. Accordingly, due consideration is given to the competencies, experience and choice of the faculty members as well as University guidelines for teaching load, then PPMC makes course allotment.
4. For first year MBA students, we have a Coordinator and for second year we have Departmental Learning Facilitators (DLF). DLFs are nominated by the Director for individual specializations. DLFs prepare time table for second year students and first year Coordinator prepares time table for first year students. These time tables are communicated to the students by the way of notice.
5. PPMC prepares the academic calendar. This academic calendar reflects all our co-curricular and extra-curricular activities like industrial visits, conference, seminars, guest lectures, sports, cultural and management activities, etc.
6. The teaching plans are prepared by the concerned faculty after course allotment. They mention the Course Outcomes in teaching plan which are aligned with the overall Programme Outcomes. The course material of the respective course is prepared and communicated to the students on e-mail.
7. Teaching plans and syllabus are shared with the students in the beginning of the semester. Course file is made by every faculty member for each course he/she deals with.
8. The institute focuses on student-centric teaching learning processes. Therefore, we encourage participative and experiential learning methods. Our faculty members practice role plays, case study discussions, group assignments, group discussions, etc. to enhance learning experience of the students.
9. The institute uses interactive, innovative and ICT enabled infrastructure and pedagogies for effective delivery of the curriculum. This way, we try to make learning experience more enjoyable,

effective, interesting and meaningful.

10. For certain courses, industry experts in the role of Visiting / Adjunct faculty are roped in to make curriculum delivery more effective with real life industry examples.

11. IMERT also offers soft skill training programmes, certification programmes and value added inputs to enhance employability of the students as well as to inculcate entrepreneurial culture among students.

12. PPMC monitors the delivery of curriculum periodically. In case any deviation is observed from academic calendar appropriate measures are taken.

13. Student feedback helps us to improve curriculum delivery.

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 20

1.1.2.1 **Number of certificate/diploma programs introduced year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
4	5	5	3	3

File Description	Document
Minutes of relevant Academic Council/BOS meetings	[View Document](#)
Details of the certificate/Diploma programs	[View Document](#)
Any additional information	[View Document](#)

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 22.22

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	0	1	1

File Description	Document
Details of participation of teachers in various bodies	[View Document](#)
Any additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 100

1.2.1.1 How many new courses are introduced within the last five years

Response: 230

File Description	Document
Minutes of relevant Academic Council/BOS meetings.	[View Document](#)
Details of the new courses introduced	[View Document](#)
Any additional information	[View Document](#)

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 100

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 1

File Description	Document
Name of the programs in which CBCS is implemented	[View Document](#)
Minutes of relevant Academic Council/BOS meetings.	[View Document](#)
Any additional information	[View Document](#)

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

Response: 100

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

2017-18	2016-17	2015-16	2014-15	2013-14
328	279	179	173	266

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

1.3 Curriculum Enrichment

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

Response:

To develop multi-faceted personalities, IMERT undertakes efforts to integrate various issues such as gender, environment & sustainability, human values, and professional ethics into the curriculum.

Gender: When it comes to gender equality and Women empowerment, the Women's Cell of IMERT conducts various Women specific activities. IMERT conducts a programme named, 'Shakti: Women empowerment through entrepreneurship' where leading and accomplished women entrepreneurs gather for a panel discussion sharing their various experiences and hardships. These inputs are aligned with the core course of Semester 3 – 303 Start-up & New venture Management. Also, through the core course of Semester 1 – 105 Organizational Behaviour certain gender specific issues such as Prevention of Sexual Harassment are discussed and students are enlightened about the same.

Environment & Sustainability: In the fourth semester, IMERT, as prescribed by the syllabus of the Savitribai Phule Pune University (SPPU) teaches the course – (401) Managing for Sustainability. In addition, IMERT has signed an MOU with Nelda Foundation. Nelda is a CSR initiative by Deshpee Group of Companies for plantation and conservation of trees. Every Sunday, students from IMERT voluntarily participate in the above initiative which is conducted on a nearby hillock. Participation in Nelda ensures achievement of triple bottom line of People, Planet and Profits which is a theory put forth in the core course in Semester III – (301) Strategic Management and Semester IV – (401) Managing for Sustainability.

Human Values: IMERT undertakes courses on Human Rights prescribed by the University as per the guidelines and courses designed by UGC under the Skill Development Initiative of the Central Govt. This course on Human Rights is taught in the first two semesters.

Professional Ethics: As far as professional ethics are concerned, sessions are also conducted by external experts to inculcate ethical practices in business and life. Also, certain faculty members conduct sessions specifically on ethics. The sessions conducted by the external experts are integrated with an elective course of Semester I – Personality Development Lab. Various inputs offered under this course educate the students on personal and professional ethics with a tinge of Indian values and ethos. Also, various other facets of professional ethics are taught to the students in the courses such as Corporate Finance, Management Information Systems and Managing for Sustainability.

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 73

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 73

File Description	Document
Details of the value-added courses imparting transferable and life skills	[View Document](#)
Brochure or any other document relating to value added courses.	[View Document](#)
Any additional information	[View Document](#)

1.3.3 Percentage of students undertaking field projects / internships

Response: 94.82

1.3.3.1 Number of students undertaking field projects or internships

Response: 311

File Description	Document
List of students enrolled	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise

A.Any 4 of the above

B.Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A.Any 4 of the above

File Description	Document
Any additional information	[View Document](#)
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	[View Document](#)
URL for stakeholder feedback report	[View Document](#)

1.4.2 Feedback processes of the institution may be classified as follows:

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

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

File Description	Document
Any additional information	[View Document](#)
URL for feedback report	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 3.61

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
15	14	10	5	0

File Description	Document
List of students (other states and countries)	[View Document]
Institutional data in prescribed format	[View Document]
Any additional information	[View Document]

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 72

2.1.2.1 Number of students admitted year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
177	165	117	73	116

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
180	180	180	180	180

File Description	Document
Institutional data in prescribed format	[View Document]
Any additional information	[View Document]

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2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 46.39

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

2017-18	2016-17	2015-16	2014-15	2013-14
47	44	30	23	23

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

IMERT assesses the students' learning levels after admission and before the commencement of the MBA programme.

Pre-assessment Test:

Before commencement of program, students undergo Pre-assessment test as a part of Induction Program. Assessment is done on the parameters as described below:

- **General and Business Awareness**: General and Business Awareness is assessed as it is necessary that students should have good general knowledge as well as knowledge of happenings of the business world. The business scenario is continuously undergoing a change and students knowledge and understanding of the same is of utmost importance.
- **Communication Skills**: Having knowledge is one aspect and being able to use it and express it requires good English communication skills being the language of business.
- **Quantitative Aptitude**: Evaluating Quantitative Aptitude is necessary as most organizations today use it frequently as a means of eliminating a large number of candidates who have applied for limited positions available in the organization.

Programmes for different learning levels: The Institute has observed that since some of its students come from a vernacular background; they have difficulties in English communication. Based on the results of the pre-assessment test for English communication, students are divided into two levels based on their

proficiency levels. Different course content is designed and delivered for students with high proficiency (advanced learners) and medium/low proficiency (slow learners). For advanced learners, an option of foreign language – German is offered. For slow learners, special English batches are run. IMERT believes that slow learners, in particular, require great care and attention as the risk of these students dropping out from college is greater.

- **Programmes for Advanced Learners:**
  - Case Study Discussion – Harvard Business Publishing cases
  - Foreign language
  - Beyond syllabus inputs
  - Advanced certificate courses
- **Programmes for Slow Learners:**
  - Fundamental course in English language
  - Fundamentals of MS Excel
  - Extra classes
  - Remedial classes

Effort to bring all students at par: IMERT, as a part of its induction programme also conducts foundation course on Accountancy as a bridge course. This foundation course on accountancy is necessary as students with graduation from diverse streams enroll for the MBA programme.

2.2.2 Student - Full time teacher ratio

Response: 14.91

File Description	Document
Any additional information	[View Document](#)

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls

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

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

IMERT follows student centric approach in teaching-learning process. To focus on this approach, IMERT

keeps balanced combination of experiential learning, participative learning and problem solving methodologies. We have been able to enhance the learning experience of students with the help of these combined methodologies.

- **Experiential Learning:** To enhance learning experiences, IMERT takes several steps. Experiential learning is ensured through Outdoor Management Training (OMT's). Also, during the summer break between Year 1 & 2, students undergo a Summer Internship for 60 days. During this 60 day summer internship, students work with corporate entities on certain assignments. This brings about experiential learning. In addition, students are also encouraged to undergo short duration Winter Internships which also ensure learning through experience. Workshops like theatre based learning are conducted to ensure personality development through experience. The Corporate Relations Division (CRD) also conducts mock job fairs. For these Mock job interviews, certain mock profiles and positions are communicated to the students and they have to apply for these mock profiles. A panel of experts conducts these mock interviews and assesses the students' performance and records their performance. These mock interview sessions also achieve experiential learning. In elective course Personality Development Lab (Course Code 113), role plays are extensively used to give the learners experience of various situations pertaining to individual personality and group behaviour.

- **Participative Learning**: Participative and peer learning is ensured through Group Discussions (GD's), Audio Visuals (AV's), Mad Ads and Case studies. For case method teaching, IMERT has an agreement with Harvard Business Publishing for the use of their case studies. Case method teaching develops three types of skills – problem solving skills, analytical skills and communication skills. Participative and project based learning is also achieved in elective course Enterprise Analysis - Desk Research (Course Code 115) and Industry Analysis- Desk Research (Course Code 215), where the students undertake desk research. For EADR, every student selects a company and analyses it on various parameters given by the course teacher. Similarly for IADR, the students in a group analyze an industry on various parameters and submit their report regarding the same. The Corporate Relations Division (CRD), in order to make the students corporate ready undertakes several initiatives. One such initiative is practice GD's. During the process and the ensuing discussions, participative learning takes place on various current and relevant topics.

- **Problem Solving Methodologies**: In order to build problem solving skills as well as participative learning, IMERT ensures that the faculty members incorporate case method teaching. Participative learning is also achieved by involving students in workshops like preparing a business plan. Co-curricular inputs/activities like movie clubs and book review also achieve participatory learning. Movie clubs are a form of edutainment and inspiring movies on leadership etc. are shown to them in order to motivate them. Sessions on MS Excel and Technical Analysis achieve learning by doing.

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 18

File Description	Document
List of teachers (using ICT for teaching)	[View Document](#)
Any additional information	[View Document](#)
Provide link for webpage describing the " LMS/ Academic management system"	[View Document](#)

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 14.91

2.3.3.1 Number of mentors

Response: 22

File Description	Document
Any additional information	[View Document](#)

2.3.4 Innovation and creativity in teaching-learning

Response:

Earlier, in IMERT's teaching process, the traditional chalk and talk method was widely prevalent. The oratory skills combined with the knowledge and skill of the teacher brought the students to the class. However this method offers very little scope for a dialogue among teacher and students and is more of a monologue. Hence, to overcome this limitation, IMERT over the years evolved its teaching methodology to bring about participative and experiential learning.

1. **Teaching through Case Studies:** To ensure innovation and creativity, IMERT incorporates multiple pedagogies in their teaching activities. One of these includes teaching through case studies. To introduce case method teaching, an FDP for case method teaching was conducted for the course teachers where the resource persons were Prof. N. Ravichandran (IIM, Ahmedabad) and Prof. K.M. Padmanabhan (Secretary, Case Research Society of India, Chennai). For case studies, IMERT has an agreement with Harvard Business Publishing to use their course (case) material. However, in case method teaching, the students merely imagine the scenario, but do not live the situation. Hence in order to give students an opportunity to live and feel the situation, role play method was introduced.
2. **Teaching through Role Plays**: Role plays are designed by the respective course teachers to achieve learning through participation and experience.
3. **Use of Audio Visuals:** Since the attention spans of the students are getting shorter, IMERT, to ensure that students remain attentive, also introduced teaching through audio visuals, films and MOOC's. IMERT has experienced that audio visuals are one of the most effective teaching aid. The video sharing site You tube is an important and rich source of audio visuals ranging from motivational talks in the form of TED talks to television commercials, documentaries etc.

4. **Learning through inspirational Films:** Films are also an effective way to teach students and select inspirational films are shown to students to bring about learning through viewing.

5. **Book Review:** Book reviews ensure that students read quality books with good content, a habit which is on the wane. Usually the books are recommended by the teachers and students divided in groups do a book review presentation on the same.

6. **Facilitating learning through instant messaging app :** The use of instant messaging app WhatsApp is another creative and innovative methodology used at IMERT for sharing course work related assignments, to share web links to important articles, business news etc. It is preferred by students over email as a means of immediate access.

7. **Learning through course material:** Another innovation in teaching- learning is the use of ERP to share the course related PPT's and other teaching-learning material with the students.

2.4 Teacher Profile and Quality

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

Response: 74.17

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	[View Document](#)
List of the faculty members authenticated by the Head of HEI	[View Document](#)
Any additional information	[View Document](#)

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 25.56

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
8	5	4	3	3

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	[View Document](#)
Any additional information	[View Document](#)

2.4.3 Teaching experience per full time teacher in number of years

Response: 12.95

2.4.3.1 Total experience of full-time teachers

Response: 285

File Description	Document
Any additional information	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 5.56

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document
Any additional information	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 0

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

The introduction of the Choice Based Credit System (CBCS) pattern in the year 2013 by affiliating University, gave IMERT an opportunity to bring about reforms in Continuous Internal Evaluation (CIE). Gradually, over a period of time, IMERT introduced following methodologies:

1. Group presentations & Assignments: To bring about and build qualities like team work, leadership etc.

2. Case Studies: To develop problem solving and analytical skills, case studies are used.

3. Role Plays: It helps in experiential learning.

4. Online Practice Tests (OPT): On every Core course, after completion of a particular Unit, an online Practice Test is conducted. This Online Practice Test comprises of MCQs related to the Unit that has just been taught.

Certain course teachers for courses like Personality Development Lab (Course Code 113) and Emotional Intelligence and Managerial Effectiveness Lab (Course Code 207), also use classroom assignments as a part of CIE to evaluate the understanding on the subject matter among the students. In elective course MS Excel & Advanced Excel Lab (Course Code 109), students are taught various excel formulae and computation skills in the Institute's computer lab. To ensure understanding, the Excel course teacher, gives practical assignment to the students which are to be solved by them during the session itself in the computer lab. The course teacher is able to evaluate their performance and understanding based on their assignment solving skills.

In addition, case studies are used as an effective medium to link theory with practice. The thought process behind case method teaching, which is communicated to the students, is that, in the corporate world they will not be asked theoretical questions. Instead, they will be asked to handle real life problem scenarios and find solutions to them. Case method teaching makes a small attempt to make the students think and find possible solutions to the problems stated in the case studies discussed.

For core courses, the CIE ends with the semester end exam conducted by the Institute on the same lines as

the exam conducted by SPPU. This is done in order to prepare the students for the exam conducted by SPPU.

Also, when it comes to Summer Internship Project (SIP) evaluation, it takes place at multiple levels, initially the students have to face a viva conducted by the respective department, post which, the candidate will have to face another viva from faculty of another institute / industry expert. This also prepares the student to perform effectively in the viva conducted by SPPU.

For elective courses too, IMERT has reformed by moving away from the traditional pattern of conducting semester end exams to the CIE. There are various assignments given from time to time and evaluation is done on the same.

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

Transparency & robustness in internal assessment: With respect to internal assessment, the mechanism is transparent and robust. The respective course teachers in their session planner mention the CIE parameters and the same are communicated to the students via ERP/E mail. The various parameters include marks for attendance, Online Practice Tests (OPT), class room evaluation etc. As far as Online Practice Tests (OPT) are concerned, IMERT has licensed software 'My Examo' for the sole purpose of conducting various multiple choice evaluation tests. Students immediately on completion of test are able to see the marks secured by them for that particular test. They can also check the right answers for each and every question. As far as attendance is concerned, the rule book shared with the students on admission clearly states the minimum attendance requirement and the various attendance slabs and the marks assigned to the same. The attendance for the students is recorded on ERP by the respective course teacher as soon as a particular session on a course is conducted. The students can view their attendance for each course through their own ERP log-in and errors (if any) can be pointed out to the respective course teacher for rectification, thus ensuring total transparency. The class room assessment in the form of case study is transparent as select case study discussions are video recorded and the recordings in the form of DVD's are available in the library for the students to review their own performance.

Assessment of assignments and presentations is also a transparent process as

1. The schedule of the presentation/assignment submission is put up well in advance
2. Its linkage with textual concepts is mentioned.
3. The parameters on which the students will be judged are already informed to them.
4. The presentation takes place in front of all the other students
5. Immediate feedback is given to the students.

The evaluation of Summer Internship Project (SIP report) is also a transparent process as even after assessment of respective guide, the Director, reviews the SIP reports by a random sample check.

The internal written exam which is conducted as a part of the internal assessment, is also a transparent process – evaluated answer sheets are shown to students and the reason behind the marks assigned are also explained. In the parent meeting conducted periodically, the internal assessment scores for all courses for the semester in progress are shown to the parents by the respective mentor/s of the student/s.

Frequency & variety in internal assessment: The internal assessment is robust in terms of frequency and variety as well. As far as frequency is concerned all the assessment parameters mentioned above i.e. attendance, OPT, case study, assignment are conducted at regular intervals as mentioned in the session planner on completion of the related topic. The above parameters also bring about robustness in the form of variety of assessment tools as mere attendance or score in semester end written exam cannot be the whole and sole measure of assessment.

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

Response:

As required by SPPU, IMERT has a College Examination Officer (CEO) to handle all matters related to SPPU examination process. Issues related to request for photocopy of answer sheets, revaluation are handled by the CEO in a time bound and efficient manner as per the guidelines and timelines conveyed by SPPU from time to time.

Policy: IMERT has a written policy and mechanism in place, to deal with student's grievances related to examination. Responsibility and process in this regard is clearly defined and guidelines made available to all concerned. A review is conducted to ensure the timely and efficient dealing in the matters of examination related grievances of students.

Responsibility: CEO is responsible for resolution of all examination related grievances of the students. He performs taking into account Institute's stated policy, and university guidelines / requirements in this regard. He takes the students in confidence and divulges necessary information to the concerned students, in order to resolve the issue transparently and satisfactorily. CEO handles the grievances with top priority to achieve the solution at earliest possible time. He reports to and keeps informed the examination committee, regarding all issues related to examination and students grievances. He is empowered and guided by the Institute Director.

CEO addresses the students to introduce the grievance process, during their induction to the MBA programme. There after he is available to students regarding any query or need of information, regarding conduct of examination and grievance handling process. CEO maintains records and documents of student's examination related grievances and makes the same available to authority whenever required.

Mechanism: Aggrieved student approaches CEO and submits his grievance in writing. CEO, upon receiving such a grievance tries to resolve the same within 2 working days time. If assistance or input from any of the agency mentioned above is necessary, he refers them, or examination committee or its members within 3 working days of receiving the grievance. The CEO/examination committee decides course of action or resolves any grievance referred to it within 7 working days from its receipt.

The CEO acts as a liaison between university authorities and aggrieving student or the institute, where it is necessary. In case the grievance is related to University Examination Department, student is informed and necessary applications are called from student and the follow up is done with the University Examination Department.

Depending on the nature and urgency of the application, the matter is expedited at every level, so as to minimize inconvenience or loss to the aggrieving student. The student is apprised of status of his application. Aggrieved student can appeal to the Institute Director in writing, for an amicable solution, in case he/she is not satisfied. Every semester College examination committee conducts review.

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

Before the commencement of every semester, a detailed academic calendar is prepared for the same. With respect to fresh admissions (first year- first semester) to the MBA programme, the academic calendar is prepared keeping in mind the admission procedure prescribed by Directorate of Technical Education (DTE, Maharashtra), as course delivery and related inputs cannot commence until the completion of all rounds of the admission process. With respect to the academic calendar for the second year - it is aligned with SPPU's academic calendar (for the MBA programme) in order to adhere to the guidelines with respect to semester commencement and completion and to make necessary provision for various examinations (online as well as theory).

With respect to curricular aspects, every teacher's teaching planner is a sub-set of the overall academic calendar and each course teacher before the commencement of the course delivery prepares a teaching planner and shares the same with the students via ERP/ Official email id's.

All Continuous Internal Evaluation measures like Online Practice Tests (OPT), assignments, role plays and case studies are scheduled in the teaching planner on the basis of syllabus completion of the related topic. The CIE measures vary according to the type of course. Typically most core courses have an OPT on the chapter that has just been taught. As and when relevant topics are covered, case studies, assignments and/or presentations are scheduled on the same. The CIE measures for core courses typically end with semester end examination which is on the lines of the exam conducted by SPPU. As already mentioned, the teaching

planners for all courses are prepared in alignment with the overall academic calendar, thus, ensuring the adherence to the academic calendar for the conduct of the CIE.

Thus students have prior intimation of the planned internal evaluation activities for a particular session and come for the same with necessary preparation.

At times, unforeseen events lead to cancellation or non-conduct of planned activities. Hence, regularly a review of the planned activities is conducted and necessary corrective actions like scheduling of extra lectures etc. is done in order to conduct further activities as per the academic calendar.

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

Since IMERT is affiliated to SPPU, IMERT adheres to the syllabus designed and prescribed by SPPU. The detail MBA Programme, along with its objectives and outcomes is available on SPPU website, and the same has also been displayed on IMERT's website.

Program Objectives prescribed by SPPU in the syllabus

1. To equip the students with requisite knowledge, skills &right attitude necessary to provide effective leadership in a global environment.

2. To develop competent management professionals with strong ethical values, capable of assuming a pivotal role in various sectors of the Indian Economy &Society, aligned with the national priorities.

3. To develop proactive thinking so as to perform effectively in the dynamic socio-economic and business ecosystem.

4. To harness entrepreneurial approach and skill-sets.

Program Outcomes (PO) derived based on above-mentioned Program Objectives:

PO 1: On the successful completion of the MBA Programme, the students will be equipped with the requisite knowledge, skills, and right attitude necessary to provide effective leadership in a global environment.

PO 2: The development of competent management professionals with strong ethical values, capable of assuming a pivotal role in various sectors of the Indian Economy &Society, aligned with the national priorities.

PO 3: The development of proactive thinking so as to perform effectively in the dynamic socio-economic and business ecosystem.

PO 4: The students on course completion, display entrepreneurial approach and skill sets.

Based on the course objectives prescribed by the SPPU, individual course teachers prepare the course outcomes (CO's). The CO's are mentioned in their respective teaching planners and the same are communicated to the students via ERP, IMERT website & email.

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

Education sector has increasingly become outcome based. IMERT too strives to ensure outcome based learning through alignment of its various Course Outcomes (CO) with the MBA Programme Objectives (PO). The attainment of PO is achieved with the attainment of respective CO of all courses taught in a particular academic year. The attainment of CO is measured based on cognitive abilities of Bloom's Taxonomy viz. Remembering, Understanding, Applying, Analyzing, Evaluating and Creating.

Attainments of different CO's are evaluated by respective teachers using following assessment methods:

The assessment methods begin with exams. Exams are further bifurcated in internal exams – conducted by the institute; and external exams –conducted by SPPU. As far as internal exams are conducted, students undergo Online Practice Tests (OPT) on regular basis during the semester, as well as written exam towards the end of the semester. External exams conducted by SPPU include online tests and written exams on all core courses. The marks scored are one of the measures of the attainment of the CO.

Certain course teachers ask their students to undertake various assignments which are usually a group activity. Assignments bring about qualities such as leadership, team work etc. Evaluation of these assignments is another effective tool of direct assessment of CO.

Courses like Industry Analysis and Desk Research require students to undergo certain sectoral/industry analysis and submit their project reports in the prescribed format. Evaluation of these projects is also an interesting direct assessment tool for measuring attainment of CO's.

Case Studies bring about thinking ability among students. Course teachers observe, note and evaluate students' performance on the basis of the qualitative contribution of the students to the case study discussion. Another effective way of evaluating attainment of CO's

In addition, sessions for MS Excel and CAPPT are conducted in computer lab. Here, the students are given assignments which are to be completed in the Lab and evaluation of these Lab sessions is also a direct assessment method of measuring attainment of COs.

An MBA student irrespective of his/her specialization, must be able to make presentations. Various course teachers incorporate presentations in their CIE measures. The students' performances in these presentations are evaluated as a means of direct assessment of attainment of COs.

2.6.3 Average pass percentage of Students

Response: 79.19

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 118

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 149

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.93

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 2.85

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0.34	1.24	0.33	0.94	0

File Description	Document
List of project and grant details	[View Document]()
e-copies of the grant award letters for research projects sponsored by non-government	[View Document]()
Any additional information	[View Document]()

3.1.2 Percentage of teachers recognised as research guides at present

Response: 11.11

3.1.2.1 Number of teachers recognised as research guides

Response: 2

File Description	Document
Any additional information	[View Document]()

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0.34

3.1.3.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 6

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 89

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

The institution undertakes initiatives for creation & transfer of knowledge. In terms of creation of knowledge, IMERT undertakes the following:

a) **Centre of Innovation, Invention and Incubation (CIII).**

Marathwada Mitra Mandal (MMM) trust has entered into an MOU with Tata Technologies and Science & Technology Park for establishing a Centre of Innovation, Invention and Incubation (CIII). The CIII is established at Karvenagar campus of the trust where IMERT is also located. The CIII is a shared resource provided by MMM trust aiming at innovation, invention and incubation of technology based projects and business ideas. It is worth mentioning that Tata Technologies has invested a sum of Rs. 16.52 crores and the stake of MMM trust is to the tune of Rs. 2 crores as direct financial investment and 8000 sq.ft. of floor space has been exclusively allocated as infrastructural support.

b) **Research Conferences:**

IMERT has organised three conferences.

A National Conference titled India at a Global Crossroads was organised in the year 2016.

In the year 2017, IMERT, in association with The Indian Econometric Society, conducted National Conference on Finance and Applied Economics. Researchers from all around the country and also select international researchers presented their research papers at this conference. The papers presented at this conference were published in Springer (one of the top five publishers in the world)

In the year 2019, IMERT in association with The Indian Econometric Society, Gokhale Institute of Politics and Economics, Savitribai Phule Pune University and Murdoch University conducted the International Conference on Finance and Applied Economics. As a part of this conference, the first D.R. Gadgil Distinguished Lecture was held where Hon. Dr. Pami Dua (Member, Monetary Policy Committee, Reserve Bank of India; Chairperson, Research Council Dean, Academic Activities and Projects, Delhi University)

was the speaker.

c) Creation and dissemination of knowledge through MOUs

IMERT has signed Memorandum of Understanding (MOU) with prestigious institutions like The Indian Econometric Society, New Delhi, Gokhale Institute of Politics and Economics, Pune, Murdoch University, Dubai Campus and Tribal Research & Training Institute (TRTI), Govt. of Maharashtra to foster the culture of research, creation and transfer of knowledge.

d) Research Journal

IMERT has also come out with its own Finance Journal – Arthkalp. (ISSN 2581-6896)

e) Publication

Institute encourages the teachers as well as students to write and present research papers and also write books. To quote an example, IMERT has come out with a book on Demonetization.

f) Faculty Development Programmes

IMERT conducts FDP in campus as well as deputes teachers for FDP conducted by other reputed institutes, which is also a part of the eco system aimed at creation and transfer of knowledge.

g) Entrepreneurship Development Cell

The Entrepreneurship development cell of IMERT conducts on a regular basis "my story sessions" where entrepreneurs and alumni share their success story and innovations conducted by them in their path to success. Students are also encouraged to use innovative methodologies/technologies during their Summer Internships and/or Dissertation.

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 46

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 1.5

3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	9	8	4	3

File Description	Document
List of research papers by title, author, department, name and year of publication	[View Document](#)
Any additional information	[View Document](#)

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

Response: 0.39

3.3.5.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	1	1	0	0

File Description	Document
List books and chapters in edited volumes / books published	[View Document](#)
Any additional information	[View Document](#)

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

Sensitizing students to social issues: In order to develop responsible citizens and to ensure holistic development and to sensitize students about social issues, IMERT has taken many initiatives. To name a few:

IMERT has signed an MOU with Nelda Foundation . Nelda is a CSR initiative by Deshpee group for Plantation and Conservation of trees. Every Sunday, students from IMERT voluntarily participate in the above initiative which is conducted on a nearby hillock.

In addition, under the ISR – select batch of students along with teachers take part in various social activities:

1. Students along with teachers visit a district primary school and conduct various sports and teaching learning activities with them in a daylong activity.
2. Students along with teachers visit an orphanage which also houses an old age home and play games along with children and spend quality time with the senior citizens.
3. Students and staff members including the Director of IMERT conduct financial literacy and other relevant activities for women self help groups.

To state a few examples:

- In Karnala bird sanctuary, in a remote part of Maharashtra, a daylong session was conducted for a Women Self Help Group on financial literacy, canteen management and female hygiene.
- A financial literacy session for another Women Self Help Group was conducted in Talegaon, a gram Panchayat on the outskirts of Pune city.
- The same self help group was later invited to IMERT campus and a Guidance session on 'How to become a successful entrepreneur' was conducted for them by renowned entrepreneurs.
- The Director of IMERT along with a few faculties also conducted a financial literacy and financial planning session for employees of the PSU Hindustan Antibiotics Limited, Pune.

1. Students along with a teacher visit animal shelter run by an NGO – ResQ – students assist the staff at the NGO in nursing the animals at the shelter.
2. Students along with teachers conduct traffic awareness drives.
3. IMERT teachers and students conduct sessions on 'Health & Hygiene' and 'Good Touch- Bad touch' at New Times International School, Ahmednagar Road, Pune.
4. IMERT as a part of its extension activity also conducts GST awareness sessions in various colleges. As an impact, it has helped reduce misconceptions, misunderstanding and fear among the general public.
5. Securities Exchange Board of India (SEBI) has approved IMERT as Commodities Derivatives Trainers (CoTs)" for conducting Commodities Derivatives Awareness Program (CAP) with a view to spreading awareness about commodities derivatives among various stakeholders like farmers and farm producing organizations. Awareness sessions for farmer community have already been

conducted at various locations across rural Maharashtra.

Impact on Students: 'Welfare of Masses' is the motto of our parent body, Marathwada Mitra Mandal. The above mentioned initiatives of IMERT towards extension activities are focused in mainly three categories - Environment, Social and Financial literacy. These extension activities have a positive impact on students as well as teachers in terms of holistic development. Through these well crafted activities students are sensitized on their role and future contributions, as a responsible corporate citizen.

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 years	[View Document](#)
e-copy of the award letters	[View Document](#)
Any additional information	[View Document](#)

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 16

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
10	3	2	1	0

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document
Any additional information	View Document

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 82.8

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
327	279	179	173	38

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document
Any additional information	View Document

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 30

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
20	4	1	1	4

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document
Any additional information	View Document

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 22

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
14	3	2	3	0

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance,other universities etc during the last five years	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

- Marathwada Mitra Mandal Trust has created futuristic and state of the art infrastructure for IMERT. It is worth mentioning that this infrastructure exceeds AICTE norms. The infrastructure has all modern facilities and produces the environment conducive to facilitate effective teaching- learning.
- Following table depicts the infrastructure requirements as mandated by the AICTE as against the actual infrastructure made available.

Sr. No.	Type of area	Required as per AICTE norm	Actual provided	
1.	**Instructional**			
	Computer Center	150 sq.m	150.35 sq.m	
	Library & Reading Room	100 sq.m	135.43 sq.m	
	Class Room-Tutorial Room	231 sq.m	365.89 sq.m	
	Seminar Hall	132 sq.m	205 sq.m	
2.	**Administrative**			
	Principal / Director Office	30 sq.m	40.32 sq.m	
	Board Room	20 sq.m	34.27 sq.m	
	Office All Inclusive	150 sq.m	155.70 sq.m	
	Department Offices/Cabin for Head of Dept	20 sq.m	31.97 sq.m	
	Central Store	30 sq.m	31.97 sq.m	
	Maintenance	10 sq.m	11.17 sq.m	
	Security	10 sq.m	11.17 sq.m	
	Housekeeping	10 sq.m	11.17 sq.m	
	Pantry for Staff/Faculty	10 sq.m	10.21 sq.m	
	Exam Control Office	30 sq.m	37.89 sq.m	
	Training Placement Office	30 sq.m	66.25 sq.m	
3.	**Amenities**			
	Boys Common Room	75 sq.m	78.74 sq.m	
	Girls Common Room	75 sq.m	78.74 sq.m	
	Cafeteria	150 sq.m	150.35 sq.m	
	Stationery Store	10 sq.m	10 sq.m	
	First aid cum Sick Room	10 sq.m	10 sq.m	
4.	**Computational Facilities**			
	Internet Bandwidth	32 mbps	50 mbps	
	Printers	2 no.	11 no. (6 Network+ 5 Stand alo	
	Legal Application S/W	10 no.	10 no.	
	No of PCs	1.	1.	
	PCs to Student ratio	1.	1.	

5.	Library Facilities			
	Volumes	12000 no.	1.	
	Titles	1250 no.	8279 no.	
	National Journals	12 no.	18 no.	
	Library Management Software	1 no.	1 no.	
	Reading Room Capacity	90 no .	90 no.	
	Multi Media PC	5 no.	5 no.	

Management has provided more than adequate infrastructure to the institute in-anticipation of growth. Total area required as per AICTE norms is 1891.25 sqm, IMERT has 2840 sqm which is more than requirement.

- IMERT's infrastructure includes 5 Classrooms (including 3 smart classrooms), 1 Tutorial room, 1 Seminar hall, library, Computer centre, Director Office, Board Room, Office all inclusive, cabin for HOD, Exam control room, adequate Faculty rooms, Counseling Center, Girls' common Room, Boys' common Room, Alumni Office and Placement office with a boardroom. All these facilities are spacious, well ventilated and with proper illumination.
- Computer center is well equipped to carry out curriculum orientated laboratory practical. This is useful for enhancement of practical knowledge of students. Institute has 120 computers and laptops, which are solely and independently used by students and faculties for facilitating Teaching – Learning.
- All instructional areas are adequately equipped with relevant as well as latest teaching learning aids such as boards, Screens, LCD Projectors and PCs with internet connectivity.
- Spacious Seminar Hall is well equipped with audio visual facilities.
- Institute has a well designed board room equipped with audio-visual and multimedia facility. In addition to this, one more boardroom has been provided for placement office.
- Entire campus is Wi-Fi enabled with 50 mbps connectivity.

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

Response:

IMERT continuously strives to achieve its vision and follow its mission. To make our students, responsible citizens, IMERT gives due consideration to their health and physical development by providing adequate facilities for sports and games. This can be made clear from following points:

- The institute has adequate facilities for indoor as well as outdoor games. For outdoor games, institute has a sports ground where necessary supporting facilities required for basket ball and volley ball are well-made & well-utilized.
- Facility for indoor games like Carom, chess and table tennis is made available in girls and boys common rooms. Area provided for each common room is 78.74 sq. mt respectively. These facilities are used by students after college hours.

- Well equipped gymnasium and yoga facility is made available to all the staff and students.
- Institute owns sports material and other equipments like Cricket kit, basket ball, volley ball, etc. However, if needed, students come with their own equipments also.
- All cultural activities are carried out on the ground as well as in the seminar hall.

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 7

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	[View Document](#)
any additional information	[View Document](#)
Link for additional information which is optional	[View Document](#)

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 27.83

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
78.5	9.3	39	22.5	37

File Description	Document
Details of budget allocation, excluding salary during the last five years	[View Document](#)
Audited utilization statements	[View Document](#)
Any additional information	[View Document](#)

4.2 Library as a Learning Resource

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

Response:

The library of IMERT is automated. The process of automation and upgradation is initiated as and when required. The institute uses 'Autolib NG' and its latest upgrade was made in the year 2018-19. The institution has Integrated Library Management System software 'Autolib NG' which is fully automated with barcode technology. It helps library to give fastest service to the user. Autolib NG software is used to track the record of books issued or available in the library.

The modules of the software are as follows-

a) **Acquisition:** To create database of newly arrived books.

Acquisition is treated as the core component of resource collection in the *library.*

b) **Circulation:** To issue/return/renew books to students & staff.

This module is used for daily transactions. It has books issue, return and reserve options. Barcode technology is used for these transactions.

c) **Cataloging:** To generate accession register and reports.

This module is used to add catalogue entries, to view monthly accession register entries, to browse by title, by author, by subject, by classification number, etc.

d) **Serial Control:** To maintain and keep record of the serial (Printed Journals).

We can track the subscription period and renewal dates of the serial. This module is used to maintain the record of print journals to trace subscribed issue in the library. Expected arrival of issue can be generated. Reports like recent issues, issues not received and renewal subscription are generated through this module.

e) **Online Public Access Catalogue (OPAC) tool:** To explore library resources.

Online Public Access Catalogue facility is available to students and faculties wherein they can access the Library catalogue. Library collection can be searched through OPAC.

f) **Report generation-** This is one of the important modules of the Integrated Library Management System (ILMS), which helps to generate various reports viz. Journal Reports, Acquisition Reports, Abstract reports, Stock reports etc. Autolib generates reports date wise as well as user wise.

The above features of Integrated Library Management System (ILMS) help to generate various useful reports and manage the library functions efficiently.

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

Rare Books: IMERT's library has 107 rare books collection for knowledge enrichment.

The library serves book series of management gurus. To name a few are Peter Drucker, Swami Vivekananda and so on. Few books on mythology such as Ramayana and Dnyaneshwari compel the readers to ponder on Values, ethics, and culture in their lives.

The institute also has access to Rare Book Society of India through following link: http://www.rarebooksocietyofindia.org/

The Rare Book Society of India is the first virtual space for rare book collectors and history buffs to read, discuss, rediscover and download lost books. Importantly, it aims to highlight the understanding that there is always more than one truth in history.

- IMERT has 107 rare books ranging from Autobiographies, books on General Knowledge, books on self-development, entrepreneurship development, business management etc.
- IMERT has a membership of MCCIA's Library. Various manuscripts and special reports are available in MCCIA Library. They are easily accessible for IMERT faculties. IMERT faculties are encouraged to make use of those resources for making teaching more effective as well as for their self-development.

Special Reports: IMERT has collection of 20 special reports like Report of the Committee on Corporate governance, SEBI Annual Report (2016-17), SEBI Annual Report (2017-18),Stock market Volatility- An international Comparison (April- 2014) and Report on Global Innovation Index etc.

All these reports are relevant to students and teachers from management education point of view.

4.2.3 Does the institution have the following:

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 3.21

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0.90	1.65	6.27	5.32	1.92

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 9.54

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 33

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

- IMERT has well-equipped & well-facilitated computer center with LAN connectivity. Every staff member has a separate computer with LAN connectivity. IMERT has a Wi-Fi facility which was gradually updated from the academic year 2013-14 to 2018-19 from 4 Mbps lease line to 50 Mbps lease line. This up-gradation was done from time to time as per the norms prescribed by AICTE and institute requirements.
- Following are the details of IT facilities-

Sr. No.	Equipment	Number
1	Printers	11
2	Scanners	8
3	Server	1
4	UPS	4
5	LCD Projectors	12

- **Details of IT facilities**

Currently IMERT has 119 computers and laptops. Considering the changes in technology institute has constantly updated itself by discarding old PCs and procuring new PCs.

Bandwidth of lease line (Mbps)-

To adhere to the norms laid down by AICTE, IMERT has constantly updated its lease line bandwidth from time to time. Following are the details of the same -

Year	Available
2017-18	50
2016-17	16
2015-16	16
2014-15	4
2013-14	4

Licensed software

Year	Available	Amount (Rs)
2017-18	Sonicwall NSA	424800/-
2016-17	Microsoft Campus Agreement.	265038/-
	Microsoft Licenses	265000/-
2015-16	Microsoft Campus Renewal	259360/-
2014-15	Microsoft Campus Renewal.	259360/-
	Quickheal Anti Virus.	95980/-
	Sonicwall	129776/-
2013-14	Microsoft License	249098/-

IT equipment

4.3.2 Student - Computer ratio

Response: 4.1

File Description	Document
Any additional information	[View Document](#)

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: >=50 MBPS

File Description	Document
Any additional information	[View Document](#)

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	[View Document](#)
Link to photographs	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 23.79

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

2017-18	2016-17	2015-16	2014-15	2013-14
36.54	31.45	28.07	23.61	39.26

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document
Any additional information	View Document

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

Response:

Maintenance: Institute has following defined set of policies and procedures with respect to maintenance of physical, academic and support facilities- laboratory, library, sports complex, computers, classrooms etc

- Computer maintenance, electrical repairs as well as other maintenance work are carried out in house. In case of breakdown, on call basis maintenance is done.
- To avoid breakdowns of the facility or equipment, preventive maintenance of computer centre, laboratories equipments, plumbing and electrical facilities, etc. are done.
- Other maintenance: Periodic repair & maintenance of the centralized shared facilities like RO plant, water coolers, DG set, CCTV, elevator, fire fighting system, transformer etc. is carried out. Garden maintenance is outsourced. It is done by the external agency on contractual basis. Sweeping, Sanitizing inside the campus is regularly done by housekeeping staff.
- **Computer and Classrooms:** The Institute is concerned about the updation of computers and up to date classrooms. For the maintenance of computer, a separate Lab in-charge is there. Before the commencement of each semester, all the classrooms are checked and necessary repairing of benches, fans, any ICT based facilities is done.

- **Housekeeping of the campus:** For maintenance and cleaning purposes, professional housekeeping agency is appointed. Separate budget is allocated every year for the maintenance of the campus.

- **Security of the campus**: Multipoint security service is provided round the clock. All our infrastructure and hostel buildings are covered under this security service. It is outsourced on contractual basis.

- **Additions and alterations to infrastructure:** A qualified civil engineer has been appointed by Marathwada Mitra Mandal Trust to take a cognizance and implementation of all the infrastructural needs and upgradations of various colleges under the aegis of the trust.

- **Budget Allocation:** IMERT allocates budget for maintenance of physical, academic and support facilities. Executive Committee of Marathwada Mitra Mandal approves this budget.

- **Library –** Library infrastructure and physical as well as E-data are well maintained by librarian. Accession register is maintained in library. Accession register is an important document for the library where record of all books and journals that are available in library is maintained in due format. Accession number is allocated to each book. Apart from accession number, various other details like Title of the book, Author of the book, Publisher, Price, Source, Call number, Bill number, Bill date, Remarks etc. are also maintained. A particular book can be easily identified and searched for with the help of this unique accession number. This helps in avoiding duplication of books.
- Policy &Procedure for maintaining issue and return records of the book in library –

1. At the time of admission, Library card is issued to every student as per his / her roll call number.
2. At a time maximum 5 Books are issued to each student after showing library card. Duration of issue is 15 days. If any student wants to continue issuing the same book after due date, he / she has to get it renewed for next 15 days. However for one particular book, this procedure can be followed only twice.
3. If the issued book is not returned or renewed on or before due date, library levies fine of Re. 1 per day.
4. While returning the issued book, library head maintains record in both the forms viz. on the card and in the software.

Utilization:

Institute has a defined set of policies and procedures with respect to utilization of physical, academic and support facilities- laboratory, library, sports complex, computers, classrooms etc

- **Computer centre –**computer centre is well-maintained and taken care of in terms of LAN connectivity, number of computers, smooth and hassle free functioning of computers, availability of required software and hardware facilities. Students and faculty members are encouraged to utilize computer centre for enhancement of knowledge.

Academic utilization of computer Centre is in the following form –

- **Teaching** – Practical based teaching always enhances the quality of teaching as well as learning. Faculty members utilize computer centre for teaching the Computer focused subjects like MS Excel & Advanced Excel Lab, Enterprise Analysis - Desk Research, Computer Aided Personal Productivity Tools Lab, Industry Analysis - Desk Research, Lab in Recruitment and Selection.
- **Value added inputs** – Various guest sessions are conducted in Computer centre wherein the

faculty can directly assist students in getting hands on practical experience. Majority value added/certification programs are conducted in computer centre viz. Technical Analysis, Financial Modeling, Business Analytics, Digital Marketing, Fundamental Analysis and courses offered by NISM are carried out in computer centre.

- **Evaluation** – Students assessment and evaluation forms an integral part of utilization of Computer centre. Institute has a policy of conducting Online Practice Tests (OPTs) for all Units of all core subjects. Along with University Online exam, these OPTs are conducted in computer centre.

- Computer centre is made easily available to the students for their work related to Summer Internship Programme and Dissertation.

Administrative utilization of computer Centre is in the following form –

- During induction programme, 1styear students fill online Anti-ragging forms in the computer centre.
- 1st as well as 2nd year students utilize computer laboratory to fill Admission form and examination form.
- Every year institute holds a Facilitation Centre for admission process in the computer laboratory.

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 49.52

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

2017-18	2016-17	2015-16	2014-15	2013-14
196	166	87	71	103

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	[View Document](#)
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	[View Document](#)
Any additional information	[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 3.38

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
9	8	4	4	18

File Description	Document
Any additional information	[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

> 1. **For competitive examinations**
> 2. **Career counselling**
> 3. **Soft skill development**
> 4. **Remedial coaching**
> 5. **Language lab**
> 6. **Bridge courses**
> 7. **Yoga and meditation**
> 8. **Personal Counselling**

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	[View Document]
Any additional information	[View Document]
Link to Institutional website	[View Document]

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 100

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

2017-18	2016-17	2015-16	2014-15	2013-14
328	279	179	173	266

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	[View Document]
Any additional information	[View Document]

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 38.13

5.1.5.1 Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
317	00	00	00	250

File Description	Document
Details of the students benifitted by VET	[View Document](#)
Any additional information	[View Document](#)

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View Document](#)
Details of student grievances including sexual harassment and ragging cases	[View Document](#)
Any additional information	[View Document](#)

5.2 Student Progression

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

Response: 72.59

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

2017-18	2016-17	2015-16	2014-15	2013-14
87	51	49	61	98

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document
Any additional information	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 6.78

5.2.2.1 Number of outgoing students progressing to higher education

Response: 8

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document
Any additional information	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 0

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

5.3.1 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) during the last five years.

Response: 24

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	7	13	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

Student Council: As per Maharashtra Public Universities Act, 2016, there shall be a Students' Council in each institution of the University and each affiliated college, to look after the welfare of the students, to promote and co-ordinate the extra-curricular activities of different student's associations for better corporate life. As per the Act, members of this council are elected and work in line with the objectives mentioned above. IMERT has duly constituted students' council, which is fully functional.

IMERT encourages and ensures students' representation and active participation in to the following academic and administrative committees:

- **Anti Ragging Committee** – Under the Maharashtra Prohibition of Ragging Act 1999, ragging within or outside the institute campus is strictly prohibited. Objective of this committee is to eliminate ragging in all its forms. The student representatives attend committee meetings and actively participate in sharing their inputs during those meetings.

- **Internal Complaints Committee (ICC)** – As per the guidelines of Hon. Supreme Court, IMERT has constituted 'Internal Complaint Committee' for speedy redressal of any complaint related to Sexual Harassment or Gender Discrimination and to curb any such incidence. The objective of this committee is to ensure safe and healthy working environment for the female employees and the students and to provide environment conducive to progress. Every year three girl students are selected as members on this committee who along with female faculty members actively organize and participate in various programs. Student members take an initiative under the guidance of members from female faculties and organize and execute multiple programmes for girl students and female faculties.

- **SC/ST Committee** – According to the UGC Guidelines of 1998, IMERT has constituted SC/ST committee. The SC/ST/OBC/PWD students can approach the Section Officer/Liaison Officer of the Cell for redressal of any grievance(s) regarding academic, administrative or social problems. The Section Officer/Liaison Officer will meet the concerned students, understand their problem and take necessary action and/or render them necessary advice/help to resolve the matter. Students actively participate in overall functioning of this committee. The student of reserved category from students' council is invited to participate in the meetings of SC/ST committee as and when required.

- **College Development Committee**: Maharashtra Public Universities Act 2016 mandates every college/institution to have duly constituted College Development Committee. President and Secretary of the students' council are nominated members of the CDC. Thus, participation and representation of students in several academic, extra and co-curricular, administrative and strategic initiatives of the college/institute is ensured.
- **Placement Committee**: Placement department of IMERT has student volunteers who work as placement cell members. These students are carefully chosen based on their abilities and willingness to work for placement activities. These students are divided mainly into two portfolios, namely, back office and front office. The back office team works on data compilation and internal communication. The front office team works on corporate interface outside as well as inside the campus. Every year the first year students are selected to join the placement committee.

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 9.4

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
12	12	9	7	7

File Description	Document
Number of sports and cultural activities / competitions organised per year	[View Document](#)

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

IMERT being one of the oldest management institutes in Pune, has a strong Alumni base. Alumni of the institute are working in highly reputed organizations at good positions. Some of the Alumni have become successful entrepreneurs and have started their own ventures.

- **Registration of Alumni Association:** IMERT has an active Alumni Association (Registration no. 1202/2016) w.e.f. 25th July 2016.
- Alumni Association significantly contributes for the development of the institute in many folds
  - **Career Guidance & Counseling sessions:** Alumni Association organizes and conducts Career Guidance Session and Counseling session for current students in which they share their real life corporate experiences, so as to make the students well acquainted with the challenges and opportunities of corporate world. This helps students to choose their specialization on the basis of corporate facts shared by Alumni.
  - **Participation in Induction Program:** Every year during Induction Program, institute organizes Alumni Interaction session where in Alumni interacts with new students and shares their journey in IMERT as a student. Alumni also guide current students in developing their entrepreneurial skills and abilities.
  - **Contribution in summer internship & final placement:** Alumni of IMERT contribute by way of providing opportunities for summer internships and final placements of current students. They also help in grooming the students to enhance their employability.
  - **Guidance for Entrepreneurship Development:** Some of our alumni who are entrepreneurs keep on visiting campus to interact and guide students for encouraging them to become entrepreneurs.
  - **Contribution of alumni in ISR activities:** Our alumni contribute by way of participating in Nelda activity for conservation of environment through tree plantation and nurturing.

- **Representation in IQAC:** IQAC is responsible for taking quality initiatives, quality assurance and quality improvements. Alumni members actively participate in IQAC.
- **Contribution towards academic enrichment:** Our Alumni contribute in the curriculum delivery as a visiting faculty, adjunct faculty and industry resource person.
- **Contribution in the research work:** IMERT's Alumni contribute in fetching the research projects from industry. These research projects are funded by industry.
- **Organizing Alumni meet:** IMERT organizes Alumni meet on the campus for networking purpose.

Financial Contribution –

- IMERT Alumni Association has created a corpus of Rs. 43527/- through the contributions by alumni members.

Overall, the contribution of Alumni Association in the development of the institute is commendable.

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	[View Document](#)

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 9

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	2	2	1	1

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document
Any additional information	View Document
Report of the event	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

Response:

Vision statement: "IMERT endeavours to be the institute of preference for Quality Management Education".

Mission statement: "Our mission is to impart professional management education by providing a conducive environment to every individual to evolve as an effective Management Professional, Entrepreneur and a Responsible citizen."

Director of the Institute, duly appointed through the staff selection committee of SPPU, is head of the Institute and is vested with necessary powers for smooth functioning of the Institute towards achieving its mission. IMERT ensures good governance system through decentralization of leadership and involvement of stake holders in decision making at appropriate levels. For this purpose, core values are defined and are as follows:

Core Values of IMERT:

- To hold high standards of **integrity** and **quality** in all of the work.
- **Teamwork** that shows respect for all contributing individuals.
- We are focused on promoting the sense of **social responsibility** in students by involving them in various social activities.
- A culture of **excellence** prevails in all efforts of Institution in both academic and non-academic areas.
- Committed to practices that are **fair, honest** and **objective** in dealing with students, faculty members, staff and stake holders.

Perspective plans:

The sustenance of an Institute depends upon long term perspective plan which provides a blue print towards accomplishment of its mission. IMERT prepares its perspective plan spread over a period of 6 academic years which represents 3 outgoing future batches. The perspective plan represents a well crafted strategic document that reflects views of Marathwada Mitra Mandal Trust, Director – being Head of the Institute, faculty members, non-teaching staff members, students, industry representatives and alumni.

For preparing and implementing perspective plans, following procedure is followed –

Step 1:

For preparing the perspective plan, suggestions are invited from IQAC and Corporate Advisory Board (CAB).

Step 2:

Based on the suggestions received from IQAC & CAB, and its own deliberations, the College Development Committee (CDC) and Governing Body (GB) prepare the proposal of the perspective plan.

Step 3:

The proposal is then presented before the Executive Committee (EC) for approval

Step 4:

Once the proposed perspective plan is accepted by the EC, it is then executed at Institute level.

Thus, it can be seen that, the development of the perspective plan and implementation of the same happens at multiple levels. This mechanism ensures compliance with all the statutory norms prescribed by the regulatory authorities as well as decentralization. The CDC, GB and IQAC have representation of management, director, faculty members, non-teaching staff, students, alumni and industry. This robust mechanism ensures participation of teachers along-with all other stakeholders in development of the perspective plan. The perspective plan is implemented through yearly milestones having their implications on financial budget prepared by the Institute every year. At implementation level as well, the teachers, non-teaching staff and students are involved along-with Director through the committees like Programme Planning and Monitoring Committee, Students Council etc.

6.1.2 The institution practices decentralization and participative management

Response:

IMERT practices decentralized structure of work. It functions in line with rules and regulations laid down by Governing Body (GB) and College Development Committee (CDC). Director of the institute is a member secretary of both.

Any decision of Administrative and Financial nature is implemented by Director. Administrative decisions are percolated by Director through OS to Administration staff members and other staff members. Academic decisions are percolated by Director through HOD to Department Learning Facilitators (DLF) and from them those decisions are communicated to individual faculties in respective departments. When it

comes to participative management, IMERT has its representatives both from Teaching and Non- teaching staff on GB, CDC and IQAC.

Institute practices decentralization and participative management. This can be made clear from following case study.

Karmanta

Every year IMERT organizes management fest "Karmanta" in which various management games, sports activities & cultural programmes are carried out. Karmanta basically means *Caliber to Work.*

The event is completely planned and executed by Students' council of IMERT along with various volunteers from first year & second year of MBA students. Under the guidance of faculty members, students take the entire responsibility of planning this event right from the idea conceptualization, budgeting and actual execution. President and Secretary of Students Council, being the members of CDC, present the concept and budget for approval in the CDC meeting. After it is approved by the CDC, the entire event is executed by students under the able guidance of faculty members.

Event is conducted on intercollegiate level in which various management institutes are invited for participation. Most of the reputed management institutes participate in various management, cultural as well as sports activities under KARMANTA.

During this event, various Sports competitions like Tug of War, Table Tennis & Football are held. Management games like Hermes (News Hunt), Design Hills (Logo Design), Mock Stock, Hunky Brains (Business Quiz) & Consilium (B-Plan) are also conducted. Internal faculties as well as outside experts are invited as judges.

Cultural event includes Solo Singing, Skit, Solo & Group Dance. For cultural event, professional Judges are invited from outside.

The entire focus of this event is giving utmost liberty to students to manage the event by showing professional approach and taking up the responsibility of every detail of it. The entire event is executed through involvement of various student committees.

This demonstrates decentralization and participative management from students and faculty members.

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

IMERT decided to relocate from its earlier campus at Deccan Gymkhana, Pune to Karvenagar, Pune. The decision was taken as a part of its perspective plan.

The management took into account long term vision that it has set for the institute, while making this

decision. The Institute was functioning in the old premises from its inception. It was necessary for the institute to reshape itself based on perspective developmental plans. The management of the Institute, hence, decided to build a more conducive & contemporary infrastructure to offer to its students.

Accordingly, the process of relocation was initiated by the Institute in the academic year 2017-18. Marathwada Mitra Mandal (MMM) has a campus in Karve Nagar area of Pune. The technical possibility & feasibility of relocating the institute to this location was examined. After understanding all the rules and norms established by AICTE, State Government & Savitribai Phule Pune University, the management of MMM officially approved the requisite area within the existing campus at Karve Nagar and exclusively earmarked it for IMERT. Subsequently, the process of formally applying to these bodies was initiated.

After complying with all the procedural aspects, IMERT was finally relocated to the new campus at the end of academic year 2017-18. The new campus is spread across a sprawling 5 acres of land, out of which, 1.04 acres has been earmarked exclusively for IMERT. The campus is beautifully landscaped. It is equipped with the state-of-the-art infrastructure and hostel facility with all the modern amenities like Wi-Fi connectivity. The campus also has a highly advanced computer lab, a well thought of collection of books in the library, reading area for the students, a state-of-the-art seminar hall and many more such amenities. The class rooms are well-ventilated and well-illuminated. The new campus is designed taking into consideration the future growth of the institute. It will enable the institute to expand from its student strength of what it has today.

The relocation of the institute with enhanced amenities shows commitment of the institute to its vision of being the preferred institute for quality management education. The improvised modern infrastructure thus promises to provide the suitable conducive environment for students to learn & explore. This goes perfectly aligned to the mission of the institute of creating corporate citizens of tomorrow.

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

Organogram of IMERT

- **Executive Committee MMM –** The Executive Committee is a parent authority of entire MMM group. The span of control includes all the institutes falling under MMM's umbrella.
- **College Development Committee (CDC)/Governing Body (GB):** GB plans the academic, administrative and infrastructural growth, and enables college to foster excellence in curricular, co-curricular and extra-curricular activities. CDC implements the plan of GB.
- **Director** is responsible for setting the vision, strategizing perspective plans, initiating innovation related to sustainability and growth of an institution.
- **IQAC** initiates plan and supervise various activities that are necessary to increase the quality of the education imparted in an institution.
- **HOD** acts as a link between Director and students, faculty and staff members.
- **DLF** is expected to act as a central contact point of the department for Director, H.O.D., Students, Placement Cells and all other relevant stakeholders. MBA second year planning is done by DLF.

- **Student Coordinator** is responsible for the complete academic planning of MBA first year and its execution.
- **Faculty Members** are primarily responsible for teaching & evaluation along with research, consultancy, mentoring and other related aspects.
- **Exam CEO** is responsible for planning and smooth execution of internal and University examination.
- **Corporate Relations** division is responsible for grooming of students and making them employable. They take care of students' placement.
- **PGRC Coordinator** – The PGRC Coordinator looks after the Ph.D. research center.
- **Office Superintendent (OS)** takes care of compliances with regulatory authorities like AICTE, DTE, SPPU, Social Welfare Department Pune, etc.
- **Jr. Clerk: Scholarship** facilitates implementation of different Scholarship Schemes applicable to students.
- **Jr. Clerk: Student Section** takes care of compliances related to Admission documentations.
- **System Admin** is responsible for procurement and maintenance of IT infrastructure, Electronic equipments and supervise overall operations of computer lab.
- **Lab Attendant** supports and co-ordinates the entire operations of the Computer Lab based on the instructions of System Administrator.
- **Admin Assistant** – Admin assistant works on maintaining proper records of issues related to staff.
- **Peons** – Peons are responsible for duties for supporting different teaching and non-teaching departments of the institute.
- **Statutory committees** – Statutory committees are constituted and they function as per norms.
- **Librarian** is responsible for providing library and research services for the organization and maintenance of the library and its collections.
- **Library Assistant -** Role of library assistant is to assist librarian.
- **Library attendant** supports the entire operations of Library based on the instructions of Library Assistant.
- **Accountant** takes care of payments of Statutory Dues, Accounts Receivable and Revenue Tracking, Reporting and Financial statements, Accounts Payable, Payroll, Statutory payments.
- **Accounts assistant** – Role of accounts assistant is to assist accountant.

Recruitment & Promotional policy – IMERT follows recruitment norms prescribed by AICTE and SPPU from time to time.

Grievance redressal mechanism – In case of any grievance or dispute, IMERT follows grievance redressal mechanism prescribed by SPPU from time to time.

6.2.3 Implementation of e-governance in areas of operation

1. **Planning and Development**
2. **Administration**
3. **Finance and Accounts**
4. **Student Admission and Support**
5. **Examination**

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: A. All 5 of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
ERP Document	[View Document](#)
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	[View Document](#)
Any additional information	[View Document](#)

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

To enhance industry focus, IMERT has constituted Industry Institute Interaction Cell that was later renamed and reorganized as Corporate Relations Division (CRD). In the Academic year 2014-15, this Division came up with the suggestion of organizing HR Conclave. The same was sent to Governing Body (GB) for the approval. Once the approval was received from GB, CRD executed the same. Since Academic year 2014-15, every year, IMERT organizes HR Conclave keeping in view following objectives -

- To enhance the brand value of the institute.
- To engage senior professionals from the industry.
- To develop relations with industries to fulfill the purpose of Final & summer Placements.
- To be abreast about current industry trends.

The Concept of HR conclave:

The HR conclave aims to gather some of the best minds from the business and provide a platform to have a rather most symbiotic conversation with the HR delegates & students aspiring to be the new carriers of the change. We at IMERT, intend to bring industry stalwarts, corporate leaders, academicians & budding future managers on a single platform for knowledge creation & sharing.

Every year institute organizes HR Conclave. Following are the details of a few HR Conclaves –

- **1st HR Conclave:** The very first HR Conclave was organized on 27th September 2014. The theme of the conclave was 'Transforming Human Capital'. The chief guest was Dr. Santosh Bhave, Sr.

VP, HR, Bharat Forge Ltd.

- **2nd HR Conclave:** The second HR conclave was organized in collaboration with Hindustan Times on 10th December 2015. The venue was J. W. Marriott, Pune. More than 150 HR heads from various organizations attended the event.
- **3rd HR Conclave:** On 8th October 2016, HR Conclave with a theme; "New Edge HR" was organized. The Chief guest for the same was Mr. Arun Firodia, Chairman, Kinetic Group.
- **4th HR Conclave:** On 23rd September 2017, another HR Conclave was held with the theme; "Unite to Elevate." Chief Guest was Mr. Manoj K Prasad. Vice President- Organization Change, Talent Management, OD & Learning Reliance Industries Limited.
- **5th HR Conclave:** On 19th January 2018, another HR Conclave was organized in-association with Vibrant HR at Aurangabad. These for the same was; " Leadership For The Next Era." Many renowned industry experts were empanelled to carry out discussion. To name a few were - Dr. Vihar Rakhunde, President HR, Garware Polyester Ltd, Makarand Deshpande, Entrepreneur , HR Expert, Udaykumar Chobe, Head ER, Goodyear Tyres, Aurangabad Vipul Dave, Head HR, Cosmo Films, Anurag G. Kalyani, Sr. Manager & Head – HR, Siemens Ltd, Aurangabad.
- **6th HR Conclave:** On 8th September 2018 another HR Conclave was held with the theme; "Redefine & Grow." Following were the few panel members who contributed to the discussion Mahesh Iyer, Founder of Jump start, Amit Sharma, Lead Operations- IBM, Kshitij Deshmukh , Learning and Development professional.

6.3 Faculty Empowerment Strategies

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

Response:

Institution has great concern towards welfare of teaching and non-teaching staff. Following are the welfare measures provided by the Institute and management.

Credit Cooperative Society:

- **Membership:** MMM Trust has a Credit Cooperative Society. Both teaching and non-teaching staff are eligible to become a member of this Credit Cooperative Society.
- **Zero interest loan facility:** On becoming a member, staff can avail zero interest loan facility up to Rs. 27,000/- to purchase laptop for educational enhancement of the staff and their family.
- **Low interest loan facility:** Over and above this, all the members can avail low interest loan facility in proportion to their salary.
- **Felicitation of meritorious staff members and their children:** Society felicitates meritorious staff members and their children for their achievements.

Financial welfare measures:

- **Reimbursement of participation fees:** Participation fee of teaching staff and non-teaching staff to attend FDPs, Workshops, Seminars, Conferences, etc. is reimbursed.

- **Concession on fees:** IMERT provides 25% concession on MBA Fees to the children of staff members in order to encourage them for higher education.
- **Employee Provident Fund:** Institute has made a provision of Employee Provident Fund for all staff even though it may not be applicable to them.
- **Gratuity:** Gratuity benefits are made applicable to all teaching and non-teaching staff as per provisions of Payment of Gratuity Act 1972.
- **Advance salary for emergency:** In case of emergency on receipt of application from a staff member, institute pays advance salary.
- **Advance salary for festival:** In case of festivals like Diwali, institute pays advance salary to staff members.
- **Financial assistance for enhancement in qualification:** Institute provides financial assistance for enhancement in qualification of staff members in the form of direct sponsorship as well as interest free advance against salary.

Non-Financial welfare measures:

- **Sponsored in-house development programs:** IMERT organizes in-house development programs for teaching and non-teaching staff. Such programs are sponsored by the institute.
- **Free Tea/Coffee:** To keep employees fresh, Institute provides free tea / coffee to all staff twice a day.
- **Birthday leave:** Every year each staff member gets a Birthday leave on individual's Birthday and a birthday gift from institute. This leave is over and above regular leaves.
- **On Deputation/study leave:** Institute grants on deputation study leave to faculties to attend Faculty Development Programs, Exam duties assigned by SPPU, University Committees and for conducting lectures in sister institutions.
- **Special leave for wedding:** Special leave for wedding is granted by the institute to the staff member for his/her wedding.
- **Maternity leave:** Institute grants a maternity leave of 3 months to female staff members.
- **Special medical leave:** Institute grants special medical leave to its staff members.
- **Compensatory leave:** We provide compensatory leaves for extra work other than normal working hours.
- **Earned leave:** Non-teaching staff is provided with the benefit of earned leave as per norms.
- **Doctor on call facility:** Doctor/Medical help is available on call whenever required.

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

Response: 42.22

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

2017-18	2016-17	2015-16	2014-15	2013-14
10	14	1	6	7

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	[View Document]
Any additional information	[View Document]

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

Response: 10.4

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

2017-18	2016-17	2015-16	2014-15	2013-14
14	14	10	12	2

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	[View Document]
Reports of Academic Staff College or similar centers	[View Document]
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	[View Document]
Any additional information	[View Document]

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 80

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program,

27-06-2019 10:24:42

Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
18	18	15	15	6

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	[View Document](#)
IQAC report summary	[View Document](#)
Details of teachers attending professional development programs during the last five years	[View Document](#)
Any additional information	[View Document](#)

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

IMERT follows the Performance Appraisal System based on Academic Performance Index laid down by IMERT in tune with UGC. According to this system, every faculty first self appraises and then the appraisal is done by Director.

Following are the parameters and norms for Faculty Self Appraisal –

1. Teaching, Learning, Evaluation and Student feedback
2. Research and Publications
3. Representation as a resource person
4. Contributions to Placements
5. Administrative Duties

For non-teaching staff, their roles and KRAs are well defined by way of written document. Their Performance Appraisal is based on these KRAs.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Every year IMERT conducts internal as well as statutory external financial audits carried out by firm of Chartered Accountants duly appointed by the parent body, Marathwada Mitra Mandal Trust. This audit is

conducted biannually for the period from April to October and November to March.

Following procedure is followed for the conduct of Internal and External audits.

- The audit procedure begins with verification of physical cash and other assets.
- The physical verification of cash and other assets is followed by the process of vouching.
- During the process of vouching, specific emphasis is given on checking of authorization and approval by the sanctioning authority. The sanctioning authority, in case of IMERT, is Director of the institute.
- The process of vouching is followed by actual audit of transactions entered in various books of accounts like cash book, bank passbook and other subsidiary records.
- Specific emphasis is given on accounting records of statutory compliances and payments such as TDS, GST and EPF.
- Inter institutional transactions are also checked.
- In case, the auditor has any query / objection pertaining to specific entry or document, the same is raised and communicated to accounts head.
- After rechecking, necessary corrections are made by the accounts head and query is resolved.
- At the end of the audit process the auditors submit 'Auditor's Observations Report' to the management of Marathwada Mitra Mandal.

In turn Governing Body of the parent body discusses the Auditor's Observation Report with the Director of the institute and initiates the required changes and actions.

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

Response:

IMERT is a self-financed institute. Funds are generated and mobilized as follows:

1) Student fees: Majority of institute's funds are generated through fee collection. Scholarships and freeships received from Govt. of Maharashtra also is an important component of funds. Approximately 70 – 75% of this fee based fund is utilized in salary disbursement and other expenses of the institute.

2) Management Development Programmes: IMERT generates funds through other professional incomes like MDPs. The same are utilized judicially for the execution of the programmes.

3) Training and certification courses: IMERT conducts training programmes and certificate courses in association with NACIN, NISM, NSE and MCX. The funds generated through these programs are utilized for the smooth conduct of the programmes.

4) Alumni registration: Funds are generated through Alumni registration and same are utilized for the functioning of Alumni Association.

5) University Grants and Sponsorship: The institute also applies and receives grants from university and sponsorships from government and private entities for facilitating activities like research conference, workshop/s, seminar/s, etc. Funds generated through registration fees are utilized for conducting these activities.

6) Post Graduate Research Center (PGRC): Fee is collected from PhD Students. It is utilized for the procurement of books & online resources in the library.

7) Availing Facilitation Centre: At the time of admission, every year IMERT avails Facilitation Centre provided by Directorate of Technical Education (DTE), Mumbai. For this, DTE provides funds to the institute and same are utilized for carrying out facilitation during admission process.

8) Sponsorship for events: Funds are generated through sponsorship for annual cultural event and are utilized for the execution of the same.

9) BCUD sponsored Minor Research Projects: Funds are generated through Minor research projects and are utilized for completion of such projects.

10) Conduct of SPPU examination & Central Assessment Process (CAP): Every year funds are generated from SPPU for the conduct of SPPU examination & CAP.

11) SPPU sponsored programmes: IMERT hosts various FDPs, Competitions sponsored by SPPU. Sponsorship helps in seamless execution of the programs.

Resource Utilization Plan:

The Institute prepares budget for every year and accordingly utilization is done as per the requirement.

- **Salary to staff**
- **Student development**
- **Placements**
- **Staff Development**
- **Research activities**
- **Office & Administrative Expenses**
- **Capital Expenditure – Purchase of equipments, etc.**
- **Library resources**

* **Infrastructure development & maintenance**

The management reviews & approves the budget. All the activities are conducted as per approved budget. The Institute follows standard procedure for bill settlement and payments.

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

1. **Inclusion of "Beyond Syllabus" sessions for MBA 1st year students –**

So as to enhance the overall development of students, it is necessary to impart them with curricular as well as non-curricular knowledge and skills. Keeping this as a motto, IQAC suggested inclusion of "Beyond Syllabus" sessions in the timetable. Since academic year 2017-18, "Beyond Syllabus" sessions are included and well conducted for semester 1 and semester 2 students.

Various inputs given through these sessions are – Newspaper Reviews, Book Reviews, Mad-Ads, Sessions on Digital Marketing, Learning through Story Telling, Business Quiz etc.

Through these sessions, students get to learn various extra-curricular and non-curricular concepts. This helps in their overall development.

1. **Constitution of Corporate Advisory Boards.**

Based on the suggestion by IQAC, IMERT has constituted its Corporate Advisory Boards for respective departments and are actively functioning.

Corporate Advisory Boards are constituted keeping in mind following objectives -

1. To enhance the brand value of the institute
2. To engage with the senior professionals from the industry on a regular basis
3. To develop relations with about 50 odd corporate entities.
4. To indentify gaps between SPPU curriculum and industry demands and bridge the same.
5. To initiate variety of industry connect initiatives in partnership with these member organizations
6. To refine teaching –learning – assessment – research processes
7. To be abreast about current industry trends
8. To indirectly support Summer Placements and Final Placements
9. To carve out industry facing faculty development initiatives for the upgradation of the faculty
10. To help benchmark the institute against best in class institutes by experience sharing by the Advisory Board Members.

The constitution of the board shall be as under:

1. Director IMERT (Chairman)
2. Dy. Director CRD (Co-Chairman)
3. 10 Senior Industry professionals (from the domain)
4. 2 Senior Faculty Members from IMERT
5. Deputy Director Placements, (IMERT) – Member Secretary

It was decided that board members would share their expert opinions on the following areas:

1. Current trends & practices in the respective field to be included in the curriculum.

2. Overall feedback on curriculum offered by Savitribai Phule Pune University

3. Short projects for students & faculty members for better exposure to industry practices in the particular field.

4. Any other matter relevant to domain.

Corporate Advisory Boards conduct their meeting bi-annually.

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

Following are the two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC.

1. **Hands-on training on Technical Analysis of stock market:**

- Technical analysis is a trading discipline employed to evaluate investments and identify trading opportunities by analyzing statistical trends gathered from trading activity, such as price movement and volume.
- Every year classroom sessions for Technical Analysis are conducted. However it was observed that only theoretical knowledge sharing doesn't help students in practical use of the model. Hence it was suggested by IQAC to give hands-on training of Technical Analysis to students along with theoretical knowledge.
- Hence as part of value addition to students of IMERT, training of two days on Technical Analysis is conducted by trainer/s. During the session the students are provided with theoretical inputs on

technical analysis which includes different concepts such as candlestick patterns, price patterns, stop loss, target etc.

- Through technical analysis practice based on live charts the training is converted in to application oriented learning with the use of check lists and practical sheets. In order to continue the practical learning aspect students are provided access to software of technical analysis charts. Students use this software of live charts and learn technical analysis for practical experimenting with stocks for trading.

1. **Inclusion of Economic Times Cases as a teaching pedagogy -**

- Each faculty is encouraged to conduct case discussions in their respective sessions wherein students are developed on various skills viz. communication skills, analytical skills and problem solving skills. This is one example of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC.
- IMERT has a practice of teaching through innovative pedagogy**.** To facilitate the use of case study methodology, institute has a Course Material Procurement Agreement with Harvard Business Publication. Faculties order case studies as per their requirements and conduct discussion during their sessions to ensure participative learning of students.
- As a part of teaching-learning reforms, IQAC suggested to include Economic Times Cases as well. This suggestion was based on the review of HBP cases. HBP cases are non Indian cases. So as to give our students, practical perspective of Indian context, it was suggested to include Economic Times Cases as a teaching pedagogy. Considering this suggestion, IMERT has started using Economic Times Cases along with Harvard cases.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 34.4

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
51	43	33	31	14

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	[View Document](#)
Any additional information	[View Document](#)
IQAC link	[View Document](#)

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above

File Description	Document
e-copies of the accreditations and certifications	[View Document](#)
Details of Quality assurance initiatives of the institution	[View Document](#)
Any additional information	[View Document](#)
Annual reports of institution	[View Document](#)

6.5.5 Incremental improvements made during the preceding five years *(in case of first cycle)* **Post accreditation quality initiatives** *(second and subsequent cycles)*

Response:

Institute has taken various quality enhancement initiatives in the academics like –

Academic Calendar:

Academic Calendar is prepared at the beginning of every semester and the same is communicated to all the students.

Teaching Plan:

Faculty Members prepare Teaching Plan for their respective course/s and the same gets approved by

Director. These teaching planners are the blue prints of the overall contents of each course/s.

Innovative Teaching Pedagogies:

Faculties adopt innovative teaching methodologies like case study discussions, displaying Audio Visual clips to make Teaching and learning more effective.

Online Practice Tests:

As a part of concurrent evaluation, after completion of each unit, Online Practice Test is conducted. These tests are conducted on 'My Examo' software.

Deputation of faculties for professional development:

Faculties are sponsored for Faculty Development Programmes organized by other eminent institutes at national and international level. Many of our faculties have attended FDP organized by IIMs as well as reputed foreign universities.

Organizing in house FDP:

To enhance the quality of faculty, institute organizes and conducts in house FDPs where in eminent personalities from Corporate and Academics are invited to share their expertise.

ERP:

IMERT upgrades itself to new technologies and automation. One of the major incremental improvements is implementation of ERP.

Fee collection through Digital Transactions:

Fees are collected through HDFC payment gateway. Institute also encourages cashless transactions by making POS machine available to students for easy payment of fees.

Mentoring System:

A group of 10-12 students is allocated to each faculty mentor. Mentoring meetings are conducted at a regular intervals and Social, Psychological, Academic and Personal problems of Mentees are addressed through counseling.

Alumni association:

In order to formalize the alumni interaction and stimulate their involvement, the Alumni association was formally registered in July 2016.

Alumni Portal:

As a continuing measure, to reach out to more alumni, the Alumni portal was launched in September 2017, where alumni could register themselves online.

Alumni Meet:

Besides their various informal meetings, once very year, a formal alumni meeting takes place hosted by IMERT.

HR conclave:

This is an annual event. At the HR conclave top HR heads of various corporate entities mark their presence.

Institute Social Responsibilities (ISR) activities:

Being a non-corporate entity, IMERT calls is CSR activities as ISR activities which include tree plantation and conservation, financial literacy programmes, sessions on creating awareness for GST as well as Commodities & Derivatives etc.

e-Library:

Library is automated with latest version of Autolib NG Library software.

E library facility is enabled by access to National Digital Library (NDL), DELNET.

Membership with MCCIA:

IMERT has a membership of MCCIA both for its library as well as for attending its various seminars and sessions.

Research Journal:

IMERT has also come out with its own Finance Journal – Arthkalp. (ISSN 2581-6896)

IQAC:

The IQAC was formed as a self regulatory measure to ensure quality in academic and administrative areas.

ED Cell:

With a view to encourage entrepreneurship the ED Cell was formed. It organizes various sessions/activities to inculcate the entrepreneurial spirit.

World of Work:

World of Work involves teachers being given official sabbatical leaves to work in corporate entities in order to keep themselves abreast with the latest corporate practices.

CAB establishment:

The Corporate Advisory Board at IMERT provides valuable inputs regarding skills required by students in order to make them employable.

Project based learning:

IMERT introduced Project Based Learning to provide students an experience of learning by doing. Faculty members enable such experience by assigning in-house projects.

Various certificate courses/IPDP:

In order to equip the students with the necessary skills to help them be ready for the corporate world, IMERT encourages the students to undergo various certifications.

National International MoUs for academics, conferences & placements:

IMERT has MOU with various academic institutes like Gokhale Institute of Politics and Economics, Murdoch University, Dubai. IMERT has been holding conference on Finance and applied economics which have commenced as national conferences and the scope has widened to an international conference. IMERT has an MOU with WNS Global Services for placements.

NIPM chapter:

National Institute of Personnel Management has established a student chapter at IMERT.

Wi-Fi facility:

The campus has Wi-Fi facility for quick and easy internet access.

Introduction of OMT:

OMT was introduced to bring about experiential learning and learning through games/team activities.

AV equipments for teaching learning process:

Certain course teachers use Audio Visuals (AV) to make the teaching learning process more engaging.

Increasing number of PhD faculty members:

Over the years, IMERT has seen a gradual and steady increase in the percentage of its full time approved teachers achieving a PhD qualification.

Students rule book:

In order to make the rules and regulations of the Institute available to the students at all times, a student rule book is handed over to the students at the time of induction.

Relocation of institute:

IMERT relocated from Deccan to Karve Nagar campus in June 2018. This step was in order to offer a more spacious and contemporary infrastructure.

HBP agreement for case studies:

IMERT has a course materials procurement agreement with Harvard Business Publishing (HBP) for procurement of case studies from Harvard Business School and its associates.

Introduction of new specialization (Banking & Insurance):

Keeping in view the increasing job opportunities in the BFSI segment, IMERT introduced a new specialization 'Banking & Insurance'

Women's day celebration:

IMERT celebrates Women's day by organizing special sessions on women centric topics for female staff as well as students.

Extension activities:

Through its association with Nelda Foundation, NACEN and SEBI – IMERT has been part of various extension activities.

Green practices:

IMERT through its association with Nelda participates in tree plantation and conservation activities and also makes maximum use of LED lighting etc. as part of its green practices.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 4

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	4	0	0	0

File Description	Document
Report of the event	[View Document](#)
List of gender equity promotion programs organized by the institution	[View Document](#)
Any additional information	[View Document](#)

7.1.2

    1.Institution shows gender sensitivity in providing facilities such as:
        1.Safety and Security
        2.Counselling
        3.Common Room

Response:

a) Safety and security:

In IMERT, safety and security of female staff and students is given due consideration. Following initiatives are taken by the institute to ensure safety and security of female staff and students.

- IMERT provides girls hostel facility for its female staff and girl students accompanied by 24 x 7 female rector. Non availability of girls hostel was one of the major reasons to shift the institute from Deccan Gymkhana to Karve Nagar.
- To ensure safety and security of girl students, they are accompanied by a female faculty for every Industrial Visit and Industrial tour.
- Every year IMERT takes efforts to sensitize girl students regarding Anti Ragging law at the time of Induction programme so as to eliminate the occurrence of ragging in any form.
- Every year IMERT organizes Outdoor Management Training. To take care of girl students safety

and security, they are accompanied by female faculty.

- Since classrooms of 1st year MBA are on 2nd floor, to ensure convenience of female students, seating arrangement of 1st year coordinator is made on the same floor.
- Internal Complaints Committee has been duly constituted to redress grievances.
- Institute has provided online portal for grievance redressal.
- CCTV cameras are installed on the campus for safety & security of the students.

b) Counseling and Mentoring:

We at IMERT have noticed remarkable growth in the enrollment of girl students over last 5 years. IMERT strives to take care of its female staff and girl students by way of counseling. To create awareness about health and safety, Women Cell members interact and counsel girl students at a regular intervals.

- To take care of girl students' professional as well as personal wellbeing, IMERT has appointed a counselor. IMERT has many girl students who come from a vernacular background. Many of them are first generation post graduate level learners from their family and hence have major chances of drop outs. Such students need counseling more as they are stuck between family pressure on one hand and aspirations to have better career on other hand. Counselor plays vital role in guiding them through this difficult phase.

- To take care of girl students counseling at a faculty level, IMERT has a Mentoring system wherein Faculty Mentor interacts with his / her Mentees at regular intervals and keeps record of their academic and personal updates.

c) Common Room:

Institute has provided separate common rooms for girls and boys. Girls Common Room for female staff and girl students is of 75 sq. mtr. with attached toilet facility. The girls common room has been provided with sanitary napkin vending and incineration machines.

d) Additional activities for gender sensitivity and women empowerment:

- The Women Cell of IMERT organized 'Shakti: Women Empowerment through Entrepreneurship'. Leading Women Entrepreneurs contributed to achieve the objectives of the program.
- International Women's Day.
- Workshop on Women Harassment at workplace.

7.1.3 Alternate Energy initiatives such as:

1.Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 0

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

7.1.3.2 Total annual power requirement (in KWH)

Response: 1487

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	[View Document](#)

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 100

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 1487

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 1487

File Description	Document
Details of lighting power requirements met through LED bulbs	[View Document](#)
Any additional information	[View Document](#)

7.1.5 Waste Management steps including:
- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

- **Solid Waste Management:**

IMERT practices the segregation of Solid Waste and its effective management in the campus. Waste bins are placed separately for dry and wet waste at every corner of the corridor, wash rooms and common room. The dry waste bins are also placed in computer centre, library, classrooms, etc. The dry and wet waste is handed over to municipal waste collection agency for further treatment.

- **Paper Waste Management:**

Old newspapers are given for recycling to external agencies.

- **Food Waste Disposal & Vermi – composting:**

Vermi composting plant is set up for food waste collected from canteen. Marathwada Mitra Mandal has

signed an MOU with INORA for Vermi composting.

- **Plastic Waste Free Campus:**

'Plastic Waste Free College Campus' campaign is initiated in association with 'Rudra Environmental Solutions' NGO. Plastic garbage is collected by NGO and further processing is carried out for fuel manufacturing.

- **Liquid Waste Management:**

Liquid Waste from the wash rooms is connected to the municipal sewage line.

- **E-waste management:**

Institution disposes unused or irreparable electronics equipments in association with 'SWaCH: an e-waste collecting NGO'. Equipments are recycled or some parts are reused by NGO. Bins are placed at different locations for collection of such equipments.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

IMERT has a bore-well near hostel building. Every year it is recharged by rain water. Rainwater from rooftop of main building and hostel building of the institute is collected and stored in rainwater pit. The same is used in the campus for day-to-day non potable uses.

The institute has signed MOU with Constro Help Consultant for rain water harvesting and Roof top rain water harvesting system & Surface runoff water harvesting system is installed in the premises.

The area covered: IMERT Building, Playground & Girls Hostel Building (Part) brought under rain water harvesting system: Approx Area of playground 2800 sqm and roof area of buildings 2400 sqm.

Usage of harvested rain water: Harvested rain water is used for non-potable usage.

7.1.7 Green Practices
- **Students, staff using**
a) **Bicycles**
b) **Public Transport**
c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Students and staff using public transport: As the institute is well connected with bus transport the students may prefer to use the bus services besides using personal vehicles. So as to encourage the use of bus transport, institute gives an acknowledgement to students which help them in getting bus pass at concessional rate.

On the basis of survey conducted for the purpose of finding the mode of transport used by students, following interpretations were drawn:

- Around 21% of students use public transport.
- Around 15% of students walk down to college.
- Around 2.5% of students use bicycle which is the most environment friendly mode of transport.
- Around 15% of students use 2 wheelers on sharing basis.

It was also observed from the survey that majority of the students stay in the vicinity of the institute. Hence this helps in boosting institute's efforts towards green practices.

Plastic free campus: steps have been taken towards it. Use of plastic is minimized – E.g water bottles, plastic spoons and disposable glasses/ plates are not used anymore. Plastic carry bags are banned. 'Plastic Waste Free College Campus' campaign is initiated in association with 'Rudra Environmental Solutions' NGO. Plastic garbage is collected by NGO and further processing is carried out for fuel manufacturing.

Paperless office: The Institute has started using ERP system for all its functions. Institute regularly uses emails for sharing of teaching materials with students and also for internal communication. This helps for minimum use of paper**.**

Green landscaping with trees and plants: Beauty of campus is enhanced by greenery surrounding the buildings. Varieties of trees are planted in the campus. There are total 395 trees in which we have 41 tree species and 44 herbs/shrubs/climbers species in the campus.

PUC Camp: Faculty members and students are motivated for regular maintenance of their vehicle on time. Staff and students make use of public transport, car pooling and sharing of two wheelers to save fuel and minimize carbon footprint. PUC camps are organized every year in the Institution.

Energy Conservation: The Institution has conducted energy audit from M/s. Rugghantar Rays accredited energy auditor of MEDA to analyze the energy consumption in the campus. Various aspects covered in this audit are to measure present level of energy consumption, CO_2 emissions, usage of renewable energy and assessment of various equipments from energy efficiency perspective, etc. Conventional tubes and street lights are replaced by LED tube lights. Instruction boards are displayed at every instructional and common area to avoid wastage of electricity.

Faculty members and students are habitual with self discipline. They switch off computers, tube lights and other electronics equipment after use.

Solar water heater system: The capacity of campus hostel is 436 (boys and girls). The Institution has mounted solar water heater system on hostel terrace. The capacity of one system is 125 liters and there are 90 such systems installed. The total capacity of solar water heater system is 11,250 liters.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 8.5

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
12.3262	18.8394	11.8221	6.7367	7.1924

File Description	Document
Green audit report	[View Document](#)
Details of expenditure on green initiatives and waste management during the last five years	[View Document](#)
Any additional information	[View Document](#)

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. **Physical facilities**
2. **Provision for lift**
3. **Ramp / Rails**
4. **Braille Software/facilities**
5. **Rest Rooms**
6. **Scribes for examination**
7. **Special skill development for differently abled students**
8. **Any other similar facility (Specify)**

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: A. 7 and more of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document
link to photos and videos of facilities for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 43

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
16	7	6	12	2

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 28

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6	9	3	10	00

File Description	Document
Report of the event	
Any additional information	

7.1.12
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Any additional information	
Provide URL of website that displays core values	

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	
Any additional information	

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 38

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
8	7	6	9	8

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

IMERT strives to honor the great leaders and great historic events of national importance. Following are the national festivals celebrated in our institute; Republic Day, Independence Day, Mahatma Gandhi Jayanti and Dr. Babasaheb Ambedkar Jayanti.

Independence Day and Republic Day:

Every year Independence Day and Republic Day are celebrated on 15th August and 26th January respectively. Students and faculties assemble on the ground for flag hoisting. A renowned speaker, usually an ex-army person, is invited who shares his real life experiences while serving in Indian army. Both faculties and students get to listen to the message on patriotism.

Mahatma Gandhi Jayanti (Birth Anniversary):

- Every year IMERT celebrates Mahatma Gandhi Jayanti. All the staff members and students assemble and speeches are delivered by students to share the message of peace and brotherhood.

Death anniversary of Late Shri. Shankarraoji Chavan:

- Along with these national festivals, every year on 26th February, institute organizes a small gathering on the death anniversary of Late. Shri. Shankarraoji Chavan to give tribute to his valuable efforts and contribution towards the establishment and progress of Marathwada Mitra Mandal Group.

Death anniversary of Late Shri. Vilasraoji Deshmukh:

- Late Shri. Vilasraoji Deshmukh, who was a former CM in the Government of Maharashtra and former Union Minister, contributed a lot towards the progress of Marathwada Mitra Mandal Educational Institutions in the capacity of President. We a gathering of students and faculty members in rememberance of his contribution every year on 14th August.

Chhatrapati Shivaji Maharaj Jayanti (Birth Anniversary):

- Every year institute celebrates Chhatrapati Shivaji Maharaj Jayanti on 19th February. Students take lead to organize the programme.

Teachers' Day:

- Institute celebrates Teachers' Day on 5th September every year. Program is arranged by students.

Constitution Day:

- Institute celebrates 26th November as Constitution Day and arranges a guest lecture on that occasion.

International Yoga Day

* Institute celebrates International Yoga day on 21st June every year.

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

Financial transparency:

* Every year, Director submits the budget for expenses related to the institute and gets the approval of Management.
* For all expenses prior approval of Management is sought.
* Financial documents & cheques signatures of Executive President, Secretary & Treasurers are obtained.
* Financial documents & cheques are forwarded to the Management with signature & approval of the Director.
* Since 2017 IMERT has followed digital mode for all financial transactions. Institute collects fees from students through Demand Draft, HDFC payment gateway and POS device which makes it easier for the students and accounts department to keep a track for further reference. Amount of fees is displayed on the institute website.
* For every fee collection a receipt is issued to students.
* Management conducts internal audit and monitors income & expenditure transacted by the institution.
* Every year institute conducts statutory audit as well as income and expenditure statements are submitted to the Charity Commissioner's office.
* Audited Balance Sheet of the institute is available and can be issued as per request.
* Every month salary gets credited to salary accounts of teaching and non-teaching staff by way of ECS.

Academic transparency:

* Every faculty member prepares a Teaching plan for his/ her respective course/s and after approval from Director, the same is shared with the students.
* Faculties update lecture wise attendance on ERP and the same is generated in the report format and is made available to students.
* Online Practice Tests are conducted on 'My Examo' software. Marks of each test are displayed in a report on the software and are also shared with all the students and concerned faculties via email.
* As a part of concurrent evaluation, faculties evaluate students during the class through case study discussion, class presentations and assignments. This is done maintaining utmost transparency. Evaluation parameters are communicated to the students well in advance so as to make them aware of the evaluation process.
* Internal exam is conducted at the end of every semester. After evaluation, assessed answer sheets are shown to the students which help them to avoid the mistakes in university exam.
* Students feedback is taken twice a year so as to maintain utmost transparency in Teaching –

learning.

- Parents Meet is organized bi annually to communicate transparently the entire functioning of the Institute.

Administrative transparency:

- Internal notices and circulars are communicated to the students and faculties through notice boards, WhatsApp groups and email groups.
- University approval copy is issued to concerned faculty.
- All the notices and circulars concerning students and faculties received from University, AICTE and DTE are communicated to the students and faculties through display of the same on notice boards and via group emails.
- Service book and personal file of each teaching and non-teaching staff is maintained and is accessible at any point of time.
- Leave cards are maintained regularly with utmost transparency.
- Student representatives are nominated on the committees such as CDC, anti-ragging and ICC.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

Institute has implemented following best practices one of which is Nelda that works towards the conservation of environment and the other is practicing *Antyoday* Philosophy: The Enlightenment of the Last Person.

Best Practice No. 1:

1. **Title of the Practice:**   NELDA
2. **Objectives of the Practice**

a. To protect environment through plantation and preservation of trees.

b. To create awareness among students and instill the urge towards environmental protection.

1. **The Context**

Environmental preservation is necessary because Earth's resources are limited and threatened by human activity. Environmental protection focuses on efficiency, protecting wildlife and flora, and minimizing carbon footprints. IMERT has signed MOU with Nelda Foundation, Pune for project Nelda. Nelda Foundation is a Section 8 Company under the Companies Act, 2013. Nelda Foundation is into several CSR philanthropic initiatives one of which is Plantation and Conservation of Trees.

1. **The Practice**

IMERT commenced participation in Nelda activity on Hanuman Hill on Senapati Bapat road, since October 2016 and is continued till date.

Every Sunday, one faculty member from IMERT along with a group of his/ her mentee students (approximately 10 students) participates into plantation and nurturing of trees at Hanuman Hill. This is done in rotation so that on collective basis all the faculty members and students render their services to this cause. The activity is carried out in the first half of every Sunday for at least 4 hours producing 44 man hours of work every week. This activity is conducted jointly with the volunteers of Nelda Foundation. Nelda Foundation provides plants, plantation & maintenance implements, safety gear and expertise through their volunteers for giving direction to the work. Also, all measures for safety of volunteers are ensured by IMERT and Nelda Foundation jointly.

Also, IMERT makes available its seminar hall and other required infrastructure to Nelda Foundation for the purpose of some in-house related activities at the convenience of both the parties. Nelda has arranged environment protection awareness programmes & orientation programmes for IMERT students with the use of the infrastructure.

Both the parties jointly promote the activities on various media platforms including newspaper, magazine and social media. Nelda shares appropriate information about such activities including the name of IMERT and its participation on Project Nelda's website and online media marketing platforms. Similarly, IMERT shares appropriate information about such activities including the name of Nelda Foundation and its participation on IMERT's website and other media marketing platforms.

1. **Evidence of Success**

   1. IMERT has produced more than 4,000 man hours of work on this activity through the consistent contribution since October 2016.
   2. Nelda Foundation has acknowledged IMERT's contribution in this endeavour by awarding a certificate of recognition in its annual event. IMERT shared this honour along with eminent social personalities and NGOs in Pune.

2. Through these efforts the institute has succeeded in plantation and nurturing of more than 600 trees on Hanuman hills.

3. Mr. Mangesh Dighe (Pune Municipal Corporation's Environmental Officer) has extended cooperation and appreciation, as evident from his answering queries related to environment issues by Pune residents through Nelda foundation Online platform.

4. Times of India has mentioned Nelda foundation's work and IMERTs' contribution into it towards environmental protection, dated 6th July 2018.

5. IMERT students could find the relevance of this activity through its linkage with the course on

Managing for Sustainability as well as Strategic Management. Resultantly realizing its significance in their career endeavor in the world of management many of them have continued to volunteer on the task even after passing out from IMERT.

1. **Problems Encountered and Resources Required**

One major problem encountered by IMERT is the nuisance created by some anti-social elements in the form of destruction of the produced work. This happens because the hill is spread over a large area and there is hardly any security available round the clock. Frequent patrolling from Forest officials is the solution since the entire hill area comes under the jurisdiction of Forest Department.

Best Practice No. 2:

Title of the Practice: The Enlightenment of the Last Person using philosophy of *Antyoday*

Objectives of the Practice:

1. Ensuring the management education to masses irrespective of their financial status.
2. Providing the support system to financially and socially challenged students.

The Context:

Welfare of Masses is the motto of Marathwada Mitra Mandal (MMM). Management of MMM takes every step to ensure that financially challenged students from even last strata of the society are provided with the education and career opportunities. This is done by providing an ecosystem having three elements namely need-based scholarship in the form of fees-waiver, providing free/ substantially subsidized hostel accommodation and helping them in building their career. IMERT, being the constituent unit of MMM, has always practiced this ecosystem while offering management education to masses.

The Practice:

IMERT practices the *Antyoday* Philosophy given by Acharya Vinoba Bhave by following the ecosystem laid down by the parent body MMM Trust. *Antyoday* literally means catering to the needs and aspirations of even the last person. IMERT ensures inclusion of even the most unprivileged student in its education offering.

IMERT invites application from the needy and meritorious students for need based scholarship. This is done in alignment with the philanthropic philosophy of MMM Trust. These applications, after the scrutiny and recommendation from Director, are presented to management for final approval. The fees-waiver mechanism truly ensures the inclusion of the deprived students in education system and allows them to complete their management education from IMERT to get the MBA degree from SPPU. Additionally, IMERT also accommodates the request of several students for deferred payment of fees in installments. IMERT students have also been benefitted by the subsidized hostel accommodation facility of MMM Trust.

IMERT has an incredible focus on the third element of the ecosystem, i.e., career building of its students.

Faculty members of IMERT play the role of catalyst in this process. It is done by the faculty members through their wholehearted efforts. For this purpose, IMERT believes and rigorously practices development of faculty members through Faculty Development Programmes. IMERT continuously encourages its faculty members to participate in various Faculty Development Programmes. For this purpose, the three-tier mechanism is developed by IMERT comprising of the following:

1. *In-House Faculty Development Programmes:* Under this head IMERT organizes relevant FDPs in its campus by inviting renowned faculty from eminent institutes, resource persons from industry and practicing professionals. Often faculty members from other management institutes are also invited to participate in these FDPs to ensure increased interaction opportunities to IMERT faculty members.
2. *Deputation on External Faculty Development Programmes:* Under this head IMERT faculty members are deputed to attend the FDP organized by eminent institutes at national as well as international level. Management of Marathwada Mitra Mandal sponsors faculty members in the form of sponsorship of course fees, interest-free salary advance and on-duty leave.
3. *Exposure to the World of Work:* Under this head IMERT faculty members are deputed to work with the industry on a real-life situation/ project.

Thus, the overall support system comprises of the fees waiver/ time deferral, providing support in the form of hostel accommodation and career building support through constant enrichment of the faculty members. Ensuring provision of this ecosystem is the best practice at IMERT.

Evidence of Success:

1. Following the altruistic philosophy of MMM, during last five financial years IMERT has waived off the fees amounting to Rs.12,76,344 from 43 needy and deserving students.
2. Faculty members were catalyst in bringing the positive change in the life of the students. To bring this change they did the constant handholding of the students by developing themselves in various areas. To name a few are:
    1. Goods and Services Tax
    2. Digital Marketing
    3. Commodities Markets and Commodities Derivatives
    4. Mutual Funds
    5. Performance Management Systems
    6. Developmental Economics and Social Impact
3. IMERT could achieve placement of 87% of its students in the latest passing out batch.
4. Students of IMERT could secure profiles like Research Analyst, Digital Marketing, Banking Operations Manager, Personal Banker with several reputed corporate recruiters.
5. Over a period of years around 70% of the students, who joined the MBA programme as financially and socially challenged students, got placement and today they are standing independently in their life with dignity.

Problems Encountered and Resources Required

1. Students coming from this background often face cultural shock during this entire transformation process. They find it difficult to cope up with corporate expectations.
2. This transformation process involves continuous efforts for soft skills building and counseling, which consumes a lot of time and this constraint poses a serious challenge on their academic front

and employability.

To overcome the above challenges, IMERT has proposed to SPPU to extend Business Communication elective course from first semester till third semester. To introduce foundation courses in English language and soft skills is dire need of the hour.

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

Marathwada Mitra Mandal (MMM) was established and is working since 1967 with a motto of providing education opportunity to every individual even from last strata of the society. This motto is explicated through its mission statement *"Yethe Bahutanche Hit"* meaning "Welfare of Masses"

IMERT is the constituent unit of MMM Trust and has ensured the unification of its vision, priorities and thrust areas with the motto of MMM. As its explicitly stated vision, IMERT endeavours to be the institute of preference for quality management education. With this vision statement IMERT is committed to its mission to impart professional management education by providing a conducive environment to every individual to evolve as an effective management professional, entrepreneur and a responsible citizen. It is utmost important to bring to the gentle notice of the readers that IMERT constantly strives to accomplish its mission using five elements of its Quality Policy. These five elements are:

Constant enrichment in the prescribed curriculum by imbibing the contemporary advancements in the domain of business management.

Creation of new knowledge base by developing research, in the relevant domains, as a core competency.

Adoption of modern technologies and tools for ensuring quality delivery mechanism.

Creation of a vibrant ecosystem by ensuring continuous positive interactions amongst all the stakeholders.

Striving to serve the prevailing societal needs as a fundamental virtue.

Aligned to its four pillars, viz, Mission Statement of MMM, Vision Statement of IMERT, Mission Statement of IMERT & Quality Policy, IMERT has crafted a distinctive niche of empowering the masses by educating them in latest business and economic developments. Following is the detailed account of IMERT's performance through five major activities in this distinctive niche:

Career Guidance Programmes: The thought clarity on career options, goals, priorities and actionable steps is a major challenge for youth in rural parts of the state of Maharashtra. Having realized this IMERT undertook career guidance sessions in various tier 2 &3 towns in Maharashtra. The series of these sessions, fully sponsored by MMM to fulfill its motto, centered around career opportunities through Management education. IMERT conducted these sessions consistently from the calendar year 2015 in Pune,

Ahmednagar, Marathwada, Western Maharashtra, Khandesh and Vidarbha. All the sessions put together more than 2,500 undergraduate students have been benefitted by these sessions.

Goods and Services Tax Awareness Programmes: Goods and Services Tax (GST) was launched on 1st July, 2017 in India. This was as a major reform in Indirect Taxation in India & it led to the need to educate every individual impacted by this reform. IMERT found it relevant to its thrust area and approached National Academy of Customs, Indirect Taxes and Narcotics (NACIN), which is the apex academy of the Central Government of India for capability building in the field of indirect taxation. NACIN recognized IMERT as the Approved Training Partner. This recognition was bestowed upon IMERT through its faculty members who underwent rigorous training and examination from NACIN. IMERT is one of the 14 such institutes approved at pan India level and the only one in Maharashtra. Through this initiative IMERT has succeeded in educating various individuals depicted as follows:

Sr. no.	Stakeholders	Means of education	
1.	Industry	Through MDPs	
2.	Common Public	Through Public Awareness Programmes	
3.	IMERT Students	Through Certificate Programmes	
4.	UG Students in Maharashtra	Through Outreach Programmes	
5.	MMM Non Teaching Staff	Through Staff Development Programmes	
6.	Faculty Fraternity	Through Faculty Development Programmes	
7.	University	Through Syllabus Setting Initiatives	

Commodities Derivatives Awareness Programmes: Issue of farmers' suicide is a major burning problem in Maharashtra. One of the reasons behind these unfortunate suicides is wrong price discovery by farmers leading to increased risk. IMERT decided to take up this issue and address it with the education based solution from its thrust area. IMERT approached Securities Exchange Board of India (SEBI) and got its finance faculty members trained and certified in the area of Commodities Derivatives from National Institute of Securities Market (NISM). NISM is the education arm of SEBI. Through this initiative IMERT has emerged as the only management institute in Maharashtra to get recognized as Commodities Derivatives Trainer Institute. Through this recognition, IMERT has been authorized and funded by SEBI to conduct the Commodities Derivatives Awareness Programmes for farmers and farm producing organizations in Maharashtra. Under this initiative, IMERT has conducted the programmes for farmers at various places like Ahmednagar, Kolhar, Bhagawatipur, Kolhapur and still counting. It is worth mentioning here that all these programmes are sponsored and funded by SEBI.

Rural Empowerment Programme: Financial literacy and business acumen are the key challenges for majority of producers at agro, micro and cottage industry level. IMERT found this issue within the scope of its thrust area. IMERT has identified a village named Talegaon Dhamdhere and carried out various financial literacy, skill building sessions for the villagers and incubation of the business of the agricultural producers belonging to Self Help Groups (SHG) in and around the village.

Tribal Development Programme: IMERT has signed an MoU with Tribal Research & Training Institute (TRTI) of Maharashtra Government. As a part of the first MoU, TRTI sanctioned a grant of Rs.3,00,000 to IMERT through which IMERT organized a skill-based outreach programme for the tribal people in Palghar district in Maharashtra. In continuation of the efforts, IMERT has conducted a survey in Palghar district for further developmental activities and has identified the alcove of providing incubation support to the local tribes for their tribal products in terms of packaging, branding and marketing activities.

IMERT, as a management institute, has strived in establishing its distinctive character as an institute

providing socially useful management education relevant to all the internal as well as external stakeholders. In this way, IMERT has marched ahead on its vision of becoming the institute of preference for quality management education.

5. CONCLUSION

Additional Information :

1. IMERT is centrally located at Karve Nagar, Pune, which is known as the city of knowledge and internationally acclaimed for its educational traditions and cultural harmony.
2. At IMERT, you will witness a stimulating intellectual environment which intends to create managers, business professionals and more importantly responsible citizens of the future.
3. IMERT is proud about its team of highly dedicated teachers, well equipped resources, industry connect and ever improving placements.
4. IMERT is an ideal place for management education with the right blend of curricular, co-curricular and extra-curricular inputs and activities, giving the opportunity to students to blossom and bring out the best of their potential.

Concluding Remarks :

Since inception till now, IMERT has constantly evolved to offer contemporary management education. IMERT believes in quality and values and ethics based management education and also considers present requirements of management education. Hence, at IMERT, teaching- learning processes are sound, advance and updated. IMERT caters to students from diverse backgrounds from rural to cosmopolitan and all round development of all students according to their need is our object. Consequentially all such required facilities and necessary inputs are provided in IMERT. IMERT is also focused on research and extension activities. Through Internal Quality Assurance Cell, we are trying to promote and inculcate research culture in IMERT. To support all the above mentioned activities, IMERT has a campus with contemporary infrastructure and relevant facilities are provided to students like well equipped computer lab, resourceful library, smart classrooms etc. Due to all these things, a very conducive environment for teaching learning is created. Team of IMERT is grateful to the Governing Body of Marathwada Mitra Mandal for their guidance and support. At IMERT, we will always make an attempt to adopt innovative ideas and practices conducive to environment and will try to promote creation of responsible citizens.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.3	Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years 1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years Answer before DVV Verification:<table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>9</td><td>1</td><td>1</td><td>1</td><td>1</td></tr></table> Answer After DVV Verification :<table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>1</td><td>1</td><td>0</td><td>1</td><td>1</td></tr></table> Remark : Nomination letter of Dr. Shriram Nerlekar for 2015-16, Dr. Rupendra Gaikwad and Dr. Shailesh Kasande for 2017-18 not provided by HEI, while Dr. Pranav Kayande's certificate pertained to 2018-19.
2.1.1	Average percentage of students from other States and Countries during the last five years 2.1.1.1. Number of students from other states and countries year-wise during the last five years Answer before DVV Verification:<table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>15</td><td>14</td><td>10</td><td>5</td><td>6</td></tr></table> Answer After DVV Verification :<table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>15</td><td>14</td><td>10</td><td>5</td><td>0</td></tr></table> Remark : DVV made the changes in 2013-14 because on looking at the evidence document of students (as provided by HEI) of that year, it was discovered that they belonged to 2012-13 academic year and not 2013-14.
2.1.3	Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years 2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
72	66	37	30	33

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
47	44	30	23	23

2.3.2	Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. 2.3.2.1. Number of teachers using ICT Answer before DVV Verification : 22 Answer after DVV Verification: 18 Remark : DVV has made the changes as per provided list of teachers provided in 3.1 (extended level deviation)
2.4.4	Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years 2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
6	11	3	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	0	0	0

Remark : DVV has made the changes as per provided certificate of teacher in 2016-17 by HEI.

3.1.1	Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs) 3.1.1.1. Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs) Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
0.35	1.25	0.34	0.95	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0.34	1.24	0.33	0.94	0

Remark : The grant amount is not shown in the supporting document provided by the HEI.

3.1.2	Percentage of teachers recognised as research guides at present 3.1.2.1. Number of teachers recognised as research guides Answer before DVV Verification : 3 Answer after DVV Verification: 2

3.2.2	Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years 3.2.2.1. Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
11	14	13	9	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
11	14	11	9	1

3.3.3	Number of Ph.D.s awarded per teacher during the last five years 3.3.3.1. How many Ph.Ds awarded within last five years Answer before DVV Verification : 0 3.3.3.2. Number of teachers recognized as guides during the last five years Answer before DVV Verification : 3 Answer after DVV Verification: 2

3.3.4	Number of research papers per teacher in the Journals notified on UGC website during the last five years 3.3.4.1. Number of research papers in the Journals notified on UGC website during the last five years Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
8	11	10	5	3

	Answer After DVV Verification :				
	2017-18	2016-17	2015-16	2014-15	2013-14
	3	9	8	4	3

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

3.3.5.1. Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
18	17	7	6	3

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
5	1	1	0	0

Remark : DVV has considered title of books and chapters only.

3.4.2	Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1	3	0	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

3.4.3	Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the 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/ Red Cross/ YRC etc., year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14

| 11 | 4 | 3 | 2 | 1 |

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
10	3	2	1	0

Remark : DVV has not considered Research Orientation on Mathematics.

| 3.4.4 | Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years |

3.4.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
328	279	179	173	38

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
327	279	179	173	38

Remark : HEI has counted students multiple times, since they participated in multiple events and because of that the total number of students participating in extension activities is more than total number of students in 2017-18. DVV is unable to correct the nos because of limited information.

| 3.5.1 | Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years |

3.5.1.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
20	5	1	2	4

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
20	4	1	1	4

| 4.1.4 | Average percentage of budget allocation, excluding salary for infrastructure augmentation during the |

last five years.

4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
78.50	9.30	40.00	22.50	38.00

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
78.5	9.3	39	22.5	37

Remark : DVV has been able to considered the supporting document since it was signed by the Director of HEI instead of a CA certified audit statement.

| 4.2.4 | Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

4.2.4.1. Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1.79984	1.52917	4.74173	4.4306	0.36933

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0.90	1.65	6.27	5.32	1.92

| 4.2.6 | Percentage per day usage of library by teachers and students

4.2.6.1. Average number of teachers and students using library per day over last one year
Answer before DVV Verification : 121
Answer after DVV Verification: 33

Remark : DVV made the changes as per report of teachers and students using library on 3/10/2017, 6/11/2017, 12/12/2017, 4/1/2017 and 4/1/2018.

| 5.1.4 | Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

5.1.4.1. Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years
Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
328	279	179	173	266

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
328	279	179	173	266

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

5.1.5.1. Number of students attending VET year-wise during the last five years
Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
317	279	179	173	250

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
317	00	00	00	250

Remark : Number of students attending VET for the year 2014-15, 2015-16 and 2016-17 not provided by HEI.

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

5.2.1.1. Number of outgoing students placed year-wise during the last five years
Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
87	51	54	61	98

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
87	51	49	61	98

Remark : DVV has made the changes as per provided report of outgoing students in 2.3 (extended level deviation).

5.3.1 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) during the last five years.

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
5	18	17	3	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
4	7	13	0	0

Remark : DVV has not considered Certificate of Participation and awards received at College level.

| 5.3.3 | Average number of sports and cultural activities/ competitions organised at the institution level per year

5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
13	13	10	8	8

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
12	12	9	7	7

Remark : Report of the of Karmanta 2017-18 Event , HR Olympiad 2017-18 of 2017-18,, Karmanta 2016-17 Event,HR Olympiad of 2016-17 , Karmanta 2015-16 Event of 2015-16, Karmanta 2014-15 Event of 2014-15 and Karmanta 2013-14 Event not provided by HEI. |

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

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:

2017-18	2016-17	2015-16	2014-15	2013-14
22	20	15	15	7

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------| |

| 10 | 14 | 1 | 6 | 7 |

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
14	14	10	13	2

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
14	14	10	12	2

6.3.4	Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
22	20	15	15	6

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
18	18	15	15	6

Remark : DVV has made the changes as per provided list of full time teachers in 3.1 (extended level deviation).

6.5.4	Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements

2. Academic Administrative Audit (AAA) and initiation of follow up action

3. Participation in NIRF

	4. ISO Certification 5. NBA or any other quality audit Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made the changes as per provided NIRF certificate and Academic Administrative Audit (AAA) by HEI.
7.1.1	Number of gender equity promotion programs organized by the institution during the last five years 7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years Answer before DVV Verification: 	2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
5	9	3	2	1 | Answer After DVV Verification : | 2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
0	4	0	0	0	
7.1.8	Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years 7.1.8.1. Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs) Answer before DVV Verification: 	2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
12.32629	18.83943	11.82216	6.73670	7.19248 | Answer After DVV Verification : | 2017-18	2016-17	2015-16	2014-15	2013-14
---	---	---	---	---
12.3262	18.8394	11.8221	6.7367	7.1924	 Remark : DVV has not been able to consider the provided report of audited statement because it is signed by Director of the HEI and not a CA certified audit statement.
7.1.10	Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
16	7	6	12	7

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
16	7	6	12	2

Remark : DVV made the changes as per pro-rata basis of report of specific initiatives to address locational advantages and disadvantages provided by HEI.

| 7.1.11 | Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years
Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
14	12	6	15	6

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
6	9	3	10	00

Remark : DVV made the changes as per pro-rata basis of report provided by HEI. |

| 7.1.17 | Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years
Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
9	9	7	10	8

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
8	7	6	9	8

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2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 230 Answer after DVV Verification : 196
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: <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>72</td><td>72</td><td>72</td><td>72</td><td>72</td></tr></table> Answer After DVV Verification: <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>72</td><td>72</td><td>72</td><td>72</td><td>72</td></tr></table>
3.1	Number of full time teachers year-wise during the last five years Answer before DVV Verification: <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>22</td><td>20</td><td>15</td><td>15</td><td>17</td></tr></table> Answer After DVV Verification: <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>18</td><td>18</td><td>18</td><td>18</td><td>18</td></tr></table>
4.2	Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs) Answer before DVV Verification: <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>149.20</td><td>147.61</td><td>113.15</td><td>111.52</td><td>144.68</td></tr></table> Answer After DVV Verification: <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>149.2</td><td>147.6</td><td>113.1</td><td>111.5</td><td>144.6</td></tr></table>