SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

INSTITUTE OF MANAGEMENT STUDIES

A-8B, IMS CAMPUS, SECTOR-62
201303
www.imsnoida.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Institute of Management Studies (IMS), Noida, established in 1998, is a premier institute known for its academic excellence and value-based education. It is amongst top 10 Business Schools in India, A++ ranked and amongst the Best Management Colleges, Best Media Colleges, Best IT Colleges and Best BBA Colleges of India. The Institute is affiliated to CCS University, Meerut for BBA, BCA, BJMC, BFA, MIB & MJMC courses. PGDM and MCA Program are approved by AICTE, Ministry of HRD, Govt. of India. MCA program is affiliated to AKTU, Lucknow. IMS NOIDA is an AIU recognized, AICTE approved and ISO certified institution.

IMS NOIDA is ideally located in Delhi NCR and well connected through all types of transport facilities. Noida is a satellite city of Delhi and is part of the NCR. Noida has many private and government educational institutions like IIM Lucknow (Noida Campus), IIT Kanpur Outreach Centre, Government Training Institutions, prominent schools and colleges. The twin cities of Noida & Greater Noida have over 100 engineering, medical and management colleges.

Studying at IMS Noida is a unique experience. IMS Noida measures its success by the quality of its graduates, and by their ability to use their knowledge, skills and leadership qualities to benefit themselves, their own countries and communities. Our goal is to deliver socially responsible, inclusive, relevant and radical teaching, learning and research. Academic standards at IMS Noida are high, with research and teaching programs carefully designed to provide students with an intellectually stimulating education.

Vision

To create confident, dedicated honest and upright individuals who become an asset to the society:
• Provide space to the students to freely express and develop views that help them respond to changes in the society.
• We recognize the challenges of an interdependent and competitive world and the need for our students to adapt and excel in it.
• To develop professionals who are committed to their personal & professional endeavors and who have the vision, courage and dedication.
• To initiate and manage change.

Mission

The world is changing incredibly fast in almost every parameter from technology to climate, culture to business practices, global trade scenarios to work methods. What was "Next" becomes passé almost instantly.
Skills, for instance has taken a back seat in Management education available in the nation. No amount of theory will substitute skill tuning and training. This is exactly what the Industry is

looking for when they hire from campuses. But the reality is that they are finding it hard to find the right output from management institutes and universities.

Through extensive research and industry interaction we have identified the hygiene as well as the High Impact ("Next") skill sets for each area of specialization to proactively sense the business challenges and generate the quickest possible solutions. In this scenario flexibility and open-mindedness have become critical. The only way to be future-ready is to gain the ability to learn, unlearn and relearn quickly. The best way to control the future is to create it. With a radical, cutting-edge curriculum, infrastructure, teaching methodology and industry interface, IMS is focused on creating students ready for what is "Next".

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

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Institutional Strengths

Experiential Education - Experiential and transformational learning environment with intensive focus on critical thinking to transform students into highly skilled professionals and future business leaders.

Industry Integration - Curriculum at IMS Soda is mapped with live Industrial Projects, interactive sessions with global experts, panel discussions by industry's Who's-Who, industrial visits, guest lectures & workshops by Business and Industry connoisseurs.

Pedagogy - Teachers and students go beyond conversations, enabling learning and respecting each-others viewpoints. Class room training is supported by simulation assignments, presentations, case-studies, field & research work. Help students to obtain skills of critical thinking, inference and validation.

International Alliances - Hands-on Certification programs from IIT, Wharton Business School, HND, Edex.Org, Harvard and MIT, Faculty and Student Exchange Programs.

Professional Career Support - Placements in Top organizations, 15000 plus Alumni, Entrepreneurship Development & Support, Lifetime Career Support, Career Counselling, Innovation and Incubation cell, Soft-Skills classes (to enhance Communication, Presentation, Negotiation, Public Speaking, Mock Interviews and GD's).

Memberships - Program memberships with CSI, AIIM, ASSOCHAM, CII, FICCI, NMA, HRD Chapter and PHD Chambers etc. opens a plethora of opportunities for the students

Research & Development – Well established R&D Cell. Collaborations with research institutions as well as industry supported R&D programs. Motivation to faculty to increase their research publications. Due emphasis is placed on filing of patents.

Infrastructure - Spacious classrooms with Audio-Visual support, Wi-Fi enabled campus, Computer labs, Robotics lab, Simulation lab, Media Lab, Photography Lab, State of the Art Library, Auditorium and Cafeteria, gives high class facilities to all the students.

International Educational Tours - To Dubai, Singapore, Malaysia, China and Europe.

Student Led Initiatives - Our students are actively involved in CSR like activities through students club like Social Awareness Club- UMANG, Lions club, Rotary club, Theatre club, etc.

Foreign Language Program - Certificate Courses in French, German and Japanese languages.

Global Career- IMS provides International internships in collaboration with YORK University, UK , RMIT University, Australia & MDI Singapore.

Green Campus - Eco-friendliness by the maintenance of Plastic Free green campus.

Institutional Weakness

Students in higher education – Motivation is being provided for graduating students to proceed for higher education, since most of the students start jobs upon graduation.

Alumni Network – IMS Noida is consistently organizing annual Alumni meet to stay in touch with their Alumni. The Alumni network is very beneficial to the students for guidance, placements, etc.

Institutional Opportunity

Institutional Opportunities:

National/International Alliances – IMS Noida sees wide scope for Liaison with national and international industries, research institutions, universities and organizations. So far, IMS has been successful in getting institutional support from various research and academic institutes, but there is ample opportunity to carry this further with industries at national as well as international level.

Short term courses – IMS Noida has an excellent infrastructure and academic faculty from Management, Computer Science, Journalism, etc who are launching short term courses in the area of Artificial Intelligence, Business and Data Analytics, Media development, Short-film making, etc for the benefit of IMS students and working community in the surrounding industrial area.

Community Work and SDG goals – IMS Noida actively works through its on-campus first Community Radio of Noida and Ghaziabad - "Salaam Namaste" for its CSR initiatives and SDG goals across Noida and Ghaziabad, catering to a population of more than 5 lakhs. Several National Awards have been won by IMS Noida from Ministry of Information and Broadcasting, Govt. of India. Students get opportunity to participate and lead in funded projects given by national and international agencies such as Ministry of Culture, Child Development, UNICEF, Bill & Melinda Gates Foundation, etc.

Million Dollar Idea Factory (MDIF) – Designed to help students to establish start-ups for maturing their innovative ideas, MDIF provides a platform to help them launch their own start up companies. It includes initial funding, market study, developing business plan, opportunity recognition, risk analysis, registration of start ups, patent registering, etc.

Institutional Challenge

Institutional Challenges:

Limitations due to Affiliations – The course content is controlled mostly by parent University since IMS is working as an affiliated institution. This makes introduction of new courses in state of the art and upcoming trends a little difficult to introduce.

Faculty Attrition: Due to large number of educational institutions in the area, IMS Noida has to manage a high rate of faculty attrition. Retaining experienced, expert and talented faculty is a challenge.

Consultancy projects: IMS Noida actively promotes faculty to take up consultancy work with government and non-government agencies to be able to generate revenue for the institution. Limited success has been achieved so far.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Institute is a multi-faculty Institute with undergraduate courses in management, technology and media. Apart from this Value Added Programs are also conducted to enhance skill set of the students. The curriculum is designed by the Chaudhary Charan Singh University, Meerut. Few faculty members participate in evaluation and assessment procedure of university. All programs have choice based elective system. The curriculum overall is comprehensive and covers most of the recent contents, still, some gaps are there related to the actual trends of modern industry. These gaps are bridged through the various value-added program offered to the students after identifying through the feedback or suggestions received from various stakeholders. The departments of institute regularly organize value-added training, workshops, guest lectures from academic and industry experts to enrich the knowledge of students beyond the course curriculum. The majority of the students actively participating in these value-added training and other related events & activities. This helps in achieving good academic results and student placements. In addition to technical and management aspects, the curriculum also offers courses that help in lifelong learning such as professional ethics, gender sensitization, human values, environment, and sustainability. The syllabus of Value Added Programs are designed by Institute faculty members which are then ratified by the Director. Few courses have provision for experiential learning and field visits, field trips are planned accordingly. The feedback related to curriculum is collected from the students, alumni, parents, teachers and employers. Feedback is analysed, Suggestions are noted and Actions are initiated as per the suggestions received.

Teaching-learning and Evaluation

The well-qualified and dedicated faculty members work together with other support staff to inculcate students' centric learning culture developing professionalism, traditional values, etc. The student-centric modern pedagogies include experiential, individual, participative, and collaborative learning that cater to the diverse needs of the students

A highly transparent single window admission system is followed under a suitably constituted admission committee. Reserved Category Admissions are done as per the University and Govt. of Uttar Pradesh rules and regulations. There is mechanism to deal with slow and advance learners. Teachers use ICT facilities, e-resources to make teaching learning process more student centric. Mentoring system is also into existence to counsel the students for stress related and academic issues. The Institute appoints teachers as per the UGC norms and the rules and regulations of the university and Govt. of Uttar Pradesh are applicable for the appointments. Many teachers have been awarded Ph.D. Various outcomes were defined and attainment levels are also calculated. Final year pass percentage is increasing day by day from inception of the institute. At the institute level, the internal assessment is carried out to check the progress of students, and the assessment system is made robust and transparent with clear guidelines. Mentor-Mentee system is in place to support students by counselling and guidance to their academic progress. A student feedback system is used to evaluate the Teaching-Learning Process and thereby necessary corrective measures are taken.

Research, Innovations and Extension

The Institute promotes research, innovation, and extension activities to students and faculty members and encourages faculty and students to undertake in-house and collaborative research projects. The faculty members and students are also promoted to publish papers in refereed journals and conferences Institute also motivates our faculty members to organize and attend workshops, seminars, conferences, etc. to enhance and update their technical knowledge. The Institute also encourages establishing linkages with industry and academia in the form of MOUs. Few faculty members also received research grants from Govt./non-Govt. organizations in last year's. The Institute organizes a Institute -level technical fest Technocrat, BBA Haat and Webmania every year to inculcate innovation culture among the students. Institute also promotes students to take participate in inter-college technical fest organized by other institutions. The faculty members are engaged in research work leading to publication of the papers and books in the last five years. The Institute is conducting socially oriented extension activities through "Extension and outreach Cell". The Institute has functional MOUs and Linkages with educational institutes and industries.

Infrastructure and Learning Resources

The Institute has all the facilities for smooth conduction of teaching learning process as stipulated by affiliating university. The Institute has a facility for indoor and outdoor games. The office and the administration have been recently computerized by using ERP Software. Library and reading room are available. The library is automated. Many reference books and journals are procured for the up gradation of the library. Almost all the departments are provided with computers and internet facility. The campus is (Wi-Fi) and under CCTV surveillance. Maintenance of academic and physical facilities carried out as per policy document of the institute. The large campus of 5 Acres, has various outdoor as well as indoor sports facilities, outdoor facilities like football court ,volleyball court, etc., and indoor games like Carom, Chess, table tennis badminton, etc. Considering the Physical fitness of students yoga events are organised on regular intervals.

Student Support and Progression

A large number of students belong to socially and economically backward classes, mainly SC, ST, OBC. Government as well as Institutional scholarships are availed by a large number of students. Capability enhancement programs like Training of life skills, Soft Skills, Languages etc. has been given to the students. The Institute has a dedicated Corporate Resource Centre (CRC) for the training and placement of students. The CRC team organized the training to students for their overall personality development that helps in employability and placements. The CRC team regularly putting their efforts to increase placement not only in terms of the number of offers, but also increase the average package and the highest package offered. Those students, who are interested to pursue higher education, are provided suitable guidance. The Institute also promotes students' participation in co-curricular, extra-curricular activities by organizing such events at Institute and department levels. Students are also given guidance for competitive exam and career opportunities. Various institute level committees are also into existence for solving grievances of students and staff. Passed out students from institute are working mostly in private sector, government sector, banks, police etc. Every year students opt for higher education and few opt for preparation of competitive examinations. Annual Sport and Cultural day is organized every year where student participate and showcase the extra-curricular talent possessed by them. Alumni association of the institute is recently registered and institute conducts alumni meets once a year to maintain connect with Alumni.

Governance, Leadership and Management

Our Management is highly committed and dedicated to the service of catering to the contemporary requirements of higher education. The Management provides the required infrastructure for the proper functioning of the Institute. There is a Quality Policy for the Institute. The responsibilities of each member are communicated to the faculty through regular staff meetings. The Top Management, Director, and faculty of the Institute are committed to plan, implement, document, and continually improve effectiveness through a Quality Management System. The Top Management is committed to ensuring conformity and compliance to international standards. Quality Policies are framed and driven by the needs of the corporate world, society, and stakeholders.

The institution has developed a democratic and well-organized management system. The management committee is well represented by teaching and non- teaching members. The management believes in dialogue and discussion as the best process for effective management. Recently ERP system was procured in Office, Library etc.

Faculty members were allowed to attend seminar, workshop, conference, FDPs etc. organized by institute and other institutes. Few faculty members were given financial support also to attend the same. Faculty welfare measures, appraisal mechanism, audit mechanism, fund mobilization processes are in place as per standard operating procedures of affiliating university and U.P. Government norms. The IQAC is playing a major role in streamlining the management and effectively improve the overall quality of education at institute. IQAC being very recent is yet to take steps in quality enhancement of the institute.

Institutional Values and Best Practices

The faculty and other Staff members play their role to remain a clean, healthy, and safe place for all. The rooftop of the Institute is installed with Solar Plants as an alternative energy source as it believes that a proper eco-system needs to be created by practice. Other than this, the institute also wheels power to the grid. The Energy Audit, green and environmental audits are done and all the relevant policies and suggestions are strictly implemented. In addition, the waste management and proper sanitization of the campus are taken care of by the administration. The code of conduct for all is well documented and is disseminated through proper channels periodically. The anti-ragging committee and grievance redressal committee ensures adherence to the code of conduct in the institute.

The institute is quite sensitive about the safety of girl students and has made adequate arrangements to ensure their safety. Programmes related to gender equity and social responsibilities are regularly organized in the Institute. Celebration of national festivals is a common feature of the institute. Birth and death anniversaries of personalities of national importance are also celebrated/observed. We have solid, liquid and e-waste management system in place. Green practices such as tree plantation, plastic free campus, restricted entry of vehicles, cleanliness drives etc. are conducted for promotion of environmental consciousness and sustainability.

"Community Engagement through Extension Activities" and "Spreading Awareness About Various Scholarships Schemes of State and Central Government" are our notable best practices.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	INSTITUTE OF MANAGEMENT STUDIES
Address	A-8B, IMS Campus, Sector-62
City	Noida
State	Uttar pradesh
Pin	201303
Website	www.imsnoida.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Neelam Saxena	0120-4798800	9818000018	-	info@imsnoida.com
IQAC / CIQA coordinator	Monika Dixit Bajpai	0120-4798801	8920730342	-	registrar@imsnoida.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Uttar pradesh	Choudhary Charan Singh University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	18-10-2006	[View Document](#)
12B of UGC	02-01-2013	[View Document](#)

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
No contents				

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	A-8B, IMS Campus, Sector-62	Urban	5	13500

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
UG	BBA,Management,	36	Intermediate	English	360	233
UG	BA,Journalism And Mass Communication,Journalism and Mass Communication	36	Intermediate	English	180	23
UG	BFA,Fine Arts,	480	Intermediate	English	120	0
UG	BCA,Computer Application,	36	Intermediate	English	300	184
UG	BSc,Jewellery Design,Jewellery Design	36	Intermediate	English	60	1
PG	MA,Journalism And Mass Communication,Journalism and Mass Communication	24	Graduation	English	60	2

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	2				2				65			
Recruited	1	1	0	2	1	0	0	1	22	40	0	62
Yet to Recruit	0				1				3			
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				105
Recruited	71	34	0	105
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	1	1	0	1	0	0	4	4	0	11
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	14	21	0	35
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers

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

Part Time Teachers

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	2	5	0	7

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
UG	Male	541	744	0	0	1285
	Female	188	255	0	0	443
	Others	0	0	0	0	0
PG	Male	9	3	0	0	12
	Female	6	5	0	0	11
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	60	55	50	36
	Female	8	8	11	12
	Others	0	0	0	0
ST	Male	4	5	5	2
	Female	0	0	1	0
	Others	0	0	0	0
OBC	Male	354	317	255	205
	Female	91	79	74	57
	Others	0	0	0	0
General	Male	963	910	804	923
	Female	377	391	403	441
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1857	1765	1603	1676

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The NEP emphasizes multidisciplinary and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge. It lays due emphasis on the establishment of multidisciplinary / Interdisciplinary HEIs in place of affiliating universities. The Institute is affiliated to Chaudhary Charan Singh University, Meerut for BBA, BCA, BJMC, BFA, MIB & MJMC courses. PGDM and MCA Program are approved by AICTE, Ministry of HRD, Govt. of India. MCA program is affiliated to Dr. Abdul Kalam Technical University, Lucknow. Most of the Sports Club, Cultural Clubs, and other non-academic clubs operate across all disciplines. There are academic courses which are commerce related, IT related, language related, which are multi-disciplinary in nature and are offered across all programs. As per the recommendations, the college aims to become multidisciplinary by 2030 and gradually increase the strength to the desired level. In the initial phase, the college is working on introducing short term courses and electives which will be multi-disciplinary in nature and allow choices for the students.
2. Academic bank of credits (ABC):	•The college is affiliated to CCSU, Meerut and AKTU, Lucknow. As an affiliated institute, IMS Noida is bound to follow university/State government norms on the curricular aspects. Presently the college does not have the ABC in place.
3. Skill development:	NEP emphasizes the need for a skilled workforce, particularly involving mathematics, computer science, and data science, in conjunction with multidisciplinary abilities across the sciences, social sciences, and humanities. IMS Noida understands the importance and the necessity for developing such skilled student workforce, and has taken initiatives in providing training to upgrade and enhance the required skills. In Management department, courses such as Research Aptitude, Logical Reasoning, Business Analytics, etc. are taught to students to enhance their analytical skills. In School of Information Technology, multiple Value-Added courses are taught on a regular basis, which serve as skill enhancement activities for the students. Professional Development programs and English Development courses Training programs and MoU

	with various Academy such as IIT Bombay, ICT Academy, Palo Alto Networks Academy, Oracle Academy, Skills ReDiscovery for Personality Development, School of English Language for English-skill enhancement, Clubs such as Research Club, MDIF (start-up) Club, Finance Club, HR Club, Digital Media, Film Club, Advertisement & PR Club, Electronic Media club, etc. These programs so offered to the students equip them with specific skills and put them in an advantages position. In the light of NEP 2020, it has been decided that various short term skill development courses are also being introduced in the current year.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	IMS Noida is known for organizing events round the year for promotion of value based education including the development of humanistic, ethical, Indian values and universal human values. IMS Noida promotes Indian Art and Culture through its innovative program "Art Manthan" where students and members from the community bring the exhibitions on different Indian Art forms, promote Indian languages and cuisines, through various events organized round the year during the academic session. IMS Noida also organizes Republic Day, Independence Day, Constitution Day events to bring out stories of patriotic heroes and inculcating feeling of patriotism among the students. Indian Festivals such as Diwali Puja, Garba and Dandiya utsav, Lodhi, Christmas, etc. are celebrated with full fervor on campus among the students celebrating Indian culture. A "Hawan Ceremony" is organized every year on 1st of January to mark the starting of the New Year.
5. Focus on Outcome based education (OBE):	IMS Noida is affiliated to Chaudhary Charan Singh University, Meerut and Dr. Abdul Kalam Technical University, Lucknow. All the academic programmes (other than skill-enhancing courses) offered in the college are designed by the affiliating university. The course outcomes and programme outcomes have been clearly stated and it is ensured that teaching learning methodology is student centric and outcome based. At the start of each academic session, a course file is prepared for each course on offer, and student achievement is measured at various levels, including the achievement of the course outcomes. Make up classes and exams are organized for students who need extra academic support to help them achieve the

	course objectives. Many students in the college also come from the socially and economically disadvantaged section of the society, so emphasis is laid on mentor/mentee program and extending academic support to achieve the expected level of learning outcomes. Apart from the regular courses, IMS Noida also offers Value-added course to students for developing their skills in state-of-art technologies, design development, critical thinking. scientific temper and analytical skills. To enhance their employable skills. emphasis is also laid on the development of personality and communication skills development. The focus of all course outcomes is to develop not only on the core competency but also all round development of the student.
6. Distance education/online education:	Digital Learning : The Need of the-Hour , During Covid-19. The COVID-19 resulted in schools or colleges shutting all across the world, including IMS Noida. All of our students were out of the classroom. As a result, education changed dramatically, with the distinctive rise of e-learning, whereby teaching was undertaken on digital platforms. In view of the COVID-19 outbreak all across the world, everyone was taking all precautionary and preventive measures to combat this pandemic. IMS Noida also followed the norms of social distancing and kept ourselves in the confines of our homes or offices. During the critical time, IMS Noida was running the academics online. The Institute has adequate facilities to support distance education and online learning. Students were in constant touch with their faculties with the help of online classes conducted through Skype, Zoom, Google Meet, Hangouts, Google Classroom etc. Digitization of education was viewed as a need of the hour in the whole world. Online education today is a practical and sensible choice whether you're a teenager or an adult. As a student, this can be a useful learning method for sharpening your skills in a difficult subject, or learning a new skill. Thus, IMS Noida became all set to adopt the hybrid mode of education and it is competent to run courses m distance education and online mode.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	College level Electoral Literacy Club (ELC) has been set up in IMS Noida with the primary objective to engage the new student community voters who are aged between 18-21 year, through interesting activities and hands-on experience to sensitize them on their electoral rights and familiarize them with the electoral process of registration and voting. At ELCs, learning meets fun. Activities and Games are designed to stimulate and motivate students provoking them to think and ask questions. IMS conducts activities such as poster presentations, debates, essay writing and other programs which create awareness regarding electoral procedures.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The Institution has the functional ELC with the following office bearers 1. Mr. Pradeep K Saraswat, ELC Coordinator 2. Mr. Manish Kumar Gupta, ELC Additional, Coordinator
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	These may include voluntary contribution by the students in electoral processes -participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. Activities done by the ELC of RIT 1. Create awareness and interest among faculties and students through lectures and workshops. 2. Student participation in Voter Awareness Campaigns and use our Community Radio "Salaam Namaste" to educate the public in nearby villages. 3. To educate the new voter student community about voter registration, electoral process and related matters with hands-on training. 4. Educate voter community through our community radio about issues of on ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens. etc.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The Institute organizes events highlighting issues related to electoral participation such as poster competition, surveys, awareness drives, banner display etc.

5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The new voter community of students between 18 to 21 years, who are to be enrolled as voters are sensitized about democratic rights which include casting votes in elections. IMS organizes poster competitions, debates, essay writing and other programs which create an awareness regarding electoral procedures.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1763	1563	1698	1840	1844

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

2 Teachers

2.1

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

Response: 147

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
90	69	65	73	72

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
1775.29	1147.02	1677.74	1878.83	1678.50

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

- Institute of Management Studies, IMS NOIDA is affiliated to the Chaudhary Charan Singh University, Meerut and hence follows the curriculum prescribed by the CCS University.
- University gives the pathway regarding date of Commencement of each semester, Practical & Oral Examinations, Term end, End of Semester Examination in the form of Academic Calendar before the commencement of each Academic Year,
- Based on the university guidelines the Academic Calendar of the institute, is then prepared and given to all the departments. A departmental meeting is then conducted by the respective Head of Department with the faculty and staff members to discuss the Academic Calendar, teaching load distribution, time table and disseminate the course of action for the semester.
- The Time table co-coordinator of each department follows the given Academic Calendar and load distribution, prepares the timetable for the class and various courses of the program. Accordingly the students are informed about the semester Academic Calendar time to time through mails and messages. Final year projects are also decided and allotted as per interest area of students.
- Every faculty prepares the course plan and material required to deliver lectures as per the course syllabus and specified outcomes. Faculty also maintain the course file and keeps all the required documents in it.
- Student's attendance for individual subject is being monitored by subject teacher and appropriate action is taken . At the end of every month, Head of the departments take the reviews of syllabus coverage as per lesson plan of faculty.
- To review the teaching learning process, the academic progress of the students, grievances(if any), Head of departments conduct regular meetings and remedial actions are taken as and when necessary.
- To monitor the performance of the student, Internal Assessment Tests are conducted twice in a semester along with regular assessment of practical and assignment.
- In few courses there is provision for field visits/industrial visits. Visits are organized by the Head of Department in consultation with Director/Dean Academics.
- Practical examinations are conducted as per university norms before/after university theory examinations. Result analysis is carried out by the departments after the declaration of university results.
- Parents are informed through the letter regarding the attendance and performance of their ward as and when required. Parent meet is also conducted at least once in a semester and feedback obtained is used as one of the measure for improving teaching learning process.
- Institute mentor-mentee scheme is in place for counseling of the student and its helps to resolve their academic and personal queries.

1.2 Academic Flexibility

1.2.1

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

Response: 95

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)

1.2.2

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

Response: 63.53

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

2021-22	2020-21	2019-20	2018-19	2017-18
1214	725	1676	1009	908

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The institute has been working for the overall development of the students in the areas of gender, human values, environment and sustainability, and bussiness ethics in spite of limitation imposed to design and develop the curriculum in this regard.

1. Gender Equality

Students will be sensitized to basic dimensions of the biological, sociological, psychological and legal aspects of gender. This will be done by ensuring student's participation in various Curricular, Co-curricular and Extra-curricular activities. Various awareness programs in this regards are conducted by all departments. Each gender gets equal opportunity to participate in sports as well as in cultural activities and showcase their talent.

2. Human Values

Our institute regularly conducts the activities such as Blood donation Camp, Road safety programs, Disaster management, Health checkup, etc for social awareness. Many Seminar/Workshop on Human Values are conducted by the institute.

3. Environment and Sustainability

The subject **'Environmental Studies'** is introduced in curriculum to create the awareness about environmental challenges amongst students and imparting fundamental knowledge about the environment. An attitude of concern and improvement is developed in students for the environment through this subject. Time to time various programs related to Environment and Sustainability like: Tree Plantation drive, Water Conservation, Save Environment, Awareness program to avoid use of plastic etc. have also been conducted by the institute.

4. Business and Communication Ethics

The subject **'Business and Communication Ethics'** for effective communication skills, leadership qualities, ethical attitude, importance of teamwork and to meet the requirements of industry, in the curriculum plays an important role. It also helps to inculcate the multidisciplinary approach in students for better understanding and responsibilities towards society in successful manner.

5. Anti-Ragging

Our Institute has an Anti-ragging Committee to maintain healthy and friendly environment among the students. It handles the issues pertaining to ragging as per the guidelines of UGC, AICTE and the CCS

University. Without disclosing the identity, any student can lodge a complaint related to these issues.

1.3.2

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

Response: 82.81

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

Response: 1460

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

1.4 Feedback System

1.4.1

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 66.79

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

2021-22	2020-21	2019-20	2018-19	2017-18
879	778	700	670	740

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

2021-22	2020-21	2019-20	2018-19	2017-18
1200	1140	1140	1080	1080

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)

2.1.2

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

Response: 51.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
335	293	278	257	278

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

2021-22	2020-21	2019-20	2018-19	2017-18
600	570	570	540	540

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)

2.2 Student Teacher Ratio

2.2.1

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

Response: 19.59

2.3 Teaching- Learning Process

2.3.1

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

Response:

IMS Noida believes in the adoption of student's centric methods to enhance student involvement as a part of participative learning and problem-solving methodology. Role Plays, Team works, Debates, Seminar Quizzes, competitions and case studies Specifically Students centric Teaching Methods are reflected in project work, Field Visit, Industrial visit, guest lectures& number of patents

Specifically, the student's centric ecosystem for innovations includes Experiential Learning and creation & transfer of knowledge:

1. Project work: Project work is organized in two phases 1) Mini project and 2) Major Projects this is an essential element of each programme and Internship or Field Projects in industry

 2. Participation in competition at various level: For Real time exposure students are encouraged to

participated at National and International Level

3. Field Visits: Industrial Visits, Guest Lecture

4. Team work:All Departments organize student's activities to promote the spirit of Team work the activities and Camp of NSS, institutional social responsibility through Red Cross, Village Adoption, Tree plantation. Swatch Bharat and Health awareness camp to help the students to learn Art of living in a team for Social and community welfare. Incubation center is also available in the college, where students learn how to work in the environment of industry. These centers are actually proving as the bridge between the university's curriculum and industry.

IMS Noida also encourages appropriate intensive use of ICT enabled tools including online resources for effective teaching and learning process. Faculty members are using ICT tools and resources available in its campuses which actually increase the development of students and encourages the social development approach in students. Teachers use LCD Projectors, Video Conferencing, MOOCS and other e-learning technology to teach. Google class room is very common to share notes and other relative contents to the students. A separate e-learning center is established where resources by Leased line, Multimedia Projectors, Public address system, camera, Computers, Laptop, WIFI, LAN connected system, are also used by the faculty. The Computer Labs, Seminar Halls, Auditorium and Conference Rooms are well equipped with ICT facilities. There are 6 Lab, E-Learning center which helps the students to clear their doubts and explore new things. Students are well trained by our teachers in terms of research works, patents, copy right and in curriculum activities. Students got the well-established ecosystem for the development in terms of teacher's support and IT support. Around 75% faculty members are using ICT techniques in Institute. Special lectures and technical talk are also arranged by inviting experts from the industry for the better learning approach of the students. Library also offers a wide range of e-resources through consortium which are extended 24*7 services via remote access facilities to all. General ICT Tools are Using by IMS faculties are Desktop, Laptops, Projector, Digital Cameras, Printer, Photocopier, Tablets, Pen Drive, Scanners, Microphones, Interactive White Board, DVDs and CDs, etc. There are the multiple activities are too organized by the institute to support the cognitive development of the students. Activities like debates, group work, case studies, quizzes and research activities.

2.4 Teacher Profile and Quality

2.4.1

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

Response: 82.92

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

2021-22	2020-21	2019-20	2018-19	2017-18
110	85	80	90	80

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)

2.4.2

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

Response: 50.14

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

2021-22	2020-21	2019-20	2018-19	2017-18
56	41	36	31	21

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institution data in the prescribed format	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The Institute ensures that all students are aware of the Internal Assessment and other assessments in advance through the Induction Program offered to students before commencement of new academic year, in first semester, third semester and fifth semester by the respective HOD and examination in charge of the department. Also, a notice is issued to all the students by the Registrar regarding Internal Assessment process.

Head of Department monitors the delivery of Course schedule distributed to students for each subject either theory or practical by the respective Class Coordinator. Class coordinators ensure that the scheduled subjects must be taught in their respective classes by faculties. And also ensure the syllabus of the internals must be taught days before the exams, so students will get appropriate time to prepare the content.

Two Internal Exams are conducted in a semester as per guidelines in offline mode. For schedule of exams, Academic Calendar is strictly followed which had been circulated to students at the beginning of each academic year. The internal assessment test schedules are prepared as per the university, exam dates for the Internal Examinations are notified by the Registrar at least 15 days in advance, who is responsible for the conduct of Semester Examinations.

All faculties' members submit question papers of their respective subjects to the examination in charge of the department. Question paper must be according to the standard of the university.

There is complete transparency in the internal assessment and in grievance. The criteria are as follows:

At the beginning of the semester a notification issue to the students regarding Internal Assessment process and guidelines. The faculty members also inform the students about the various components in the assessment process during the semester, they train students by giving class tests and assignments. To ensure proper conduct of formative tests, two invigilators are assigned to each hall, who examine each and every student.

After the exam, the faculty evaluates the answer sheets of their respective subjects within seven days from the date of examination. The corrected answer scripts at random After the exam, the faculty evaluates the answer sheets of their respective subjects are verified by HOD to ensure the standard evaluation process. The corrected answer sheets of the students are distributed to them for the verification by the students. If there is any grievance addressed by the student, then it is resolved by the respective teacher immediately.

Faculty members submit their marks to examination in charge of the department, for the compilation and record maintenance purpose. The marks obtained by the students in Internal Examination are displayed on the department noticeboard.

The marks obtained by the students in Internal Examination are uploaded on the Institute's ERP along with their attendance.

Day to day performance of the students is assessed for every experiment which includes regularity, performance, viva, promptness in submitting the record and class test records. The complete internal marks of students are compiled and final internal sheet is submitted to Registrar Office by the respective Head of Departments.

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The Program Outcomes are accomplished through curriculum. Course Outcomes are defined for each course and they are mapped to Program Outcome. **Programme Outcomes** are narrow statements that describe what the students are expected to know and would be able to do upon the graduation. These relate to the skills, knowledge, and behavior that students acquire through the programme. **Course Outcomes** are narrower statements that describe what students are expected to know, and be able to do at the end of each course/subject. While the Programme outcome define the departmental outcomes, the Course outcome are more oriented towards the subjects and are mostly defined by the consulting higher authorities. The Course outcome are more like statements that relate to the skills, knowledge, and behavior the students acquire as they go through a specific course within a program.Each Course outcome can be assessed using Direct assessment tools that reflect the knowledge level, adaption level, interests and skills of the students based on their performance in Continuous Assessment Test, Assignments, Tutorials, Concept Test, Rubrics, sessional tests, presentations etc.

The learning effectiveness of any programme and course depends on the Program Outcomes and Course Outcomes. They are the most important sections of any working authority. The vision and mission statements & course outcomes and programme outcomes are displayed on the college website. Same are displayed at various key programme outcome in the college building, to memories the actual vision of the things, what the department is going to deliver.

Course outcomes and program outcomes are emphasized on promoting value education and cognitive development through motivated and trained faculties to prepare the students to accept the challenges of globalization and prepare the future managers. The college has developed its Programme outcome and Course outcome taking into consideration the mission and goals of the Programmes, which will promote the better development of the students.

The syllabi of all the departments with the programme outcomes and the course outcomes of all the individual courses offered by the departments are displayed on the College website.

Institution stated clear Programme outcome and Course outcome for all their programs demonstrate their commitment to providing high-quality education to their students.

Institution regularly review and update their programme outcome and course outcome to ensure that their programs remain current, relevant and upto the requirement, also can make changes as needed to meet evolving needs and expectations.

The Course outcome of all the courses offered by departmentsare displayed on the department page on the main website.

At the beginning of the academic year during the Orientation Programme students and parents are briefed about the Programme outcome and Course outcome and at the end of every semester, all the departments evaluate Programme outcome and Course outcome by using tools like tutorial and mid-term results, and this time on-line exam, course end survey feedback and yearly alumni meet and feedback etc. The Institute has well defined learning outcomes, program outcomes and course outcomes, which improves the quality of education and gives the systematic.

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Course Outcome and Program Outcome attainment are two essential components of a quality education system that focuses on ensuring students' learning outcomes. They are important metrics used in education to assess the effectiveness of a particular course or program. These metrics are used to measure the learning outcomes of students and evaluate the overall success of a course or program. Course Outcome refers to the specific knowledge, skills, and attitudes that students are expected to attain upon completion of a course. In contrast, Program Outcome refers to the overall learning objectives that students are expected to achieve upon graduation from a particular academic program

Course outcome attainment involves a process of developing clear and measurable learning objectives that align with the course's content and learning outcomes. These objectives should be communicated to students at the beginning of the course, and assessments should be designed to evaluate the students' mastery of the learning objectives. The assessments should also be aligned with the course objectives to ensure that students have met the expected learning outcomes

On the other hand, Program outcome attainment involves designing a curriculum that aligns with the program's overall goals and learning objectives. The curriculum should be developed in consultation with industry experts, academic peers, and other stakeholders to ensure that it meets the program's needs and objectives. The curriculum should be regularly reviewed and updated to ensure that it remains relevant and up-to-date with the latest trends and technologies.

Assessing Programme outcome attainment involves evaluating students' overall learning outcomes and their ability to apply the knowledge, skills, and attitudes acquired throughout the program. This assessment may involve a range of techniques, including capstone projects, internships, comprehensive exams, or other forms of assessment that measure students' overall performance and competence in the subject area.

The Overall Attainment for a course is sum of 40% of Internal Assessment Test Attainment Level and 60% of University Attainment Level. Where n= number of course outcome.

Performance of students in first internal and second internal, assignments and attendance are evaluated according to the criteria and the internal marks are calculated based on them. By Considering the performance of students, teachers can modify the teaching pedagogy for theoverall development of students and to achieve the programme Outcomes. Highly qualified, experienced faculties are recruited and are encouraged to update their subject knowledge and keep pace with changing trends in teaching methodology and delivery by participating in faculty development programmes, webinars, workshops, conferences and seminars as it enhances effective attainment of Course outcome and Programme outcome. Experiential learning techniques like seminars, workshops, field visits and internship are included along with traditional chalk and talk teaching technique which are used to evaluate students' organizational and leadership skills which are a component of Programme outcome attainment. Infrastructure is another focus for attainment of Course outcome and Programme outcome. The classrooms are ICT enabled, wi-fi enabled campus, and modern computer labs have been established as these are vital for enhancing the teaching learning effectiveness and outcome attainment sheet.

2.6.3

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

Response: 82.92

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

2021-22	2020-21	2019-20	2018-19	2017-18
411	418	476	475	449

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

2021-22	2020-21	2019-20	2018-19	2017-18
480	497	598	590	523

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.59

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 15.91

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

2021-22	2020-21	2019-20	2018-19	2017-18
10.39	2.23	0.50	1.20	1.59

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

The Institute of Management Studies (IMS) actively engages in research within the field of Management to enhance our existing knowledge, employing a 'lab-to-land' and 'land-to-lab' approach. The institute maintains a dedicated Research and Development (R&D) cell, which comprises faculty members from various departments. The primary objectives of research at IMS encompass knowledge generation, evidence-based advocacy, experiential learning, curriculum strengthening, and the sustainable development of products and patents aligned with the Social Development Goals (SDGs).

This R&D cell also fosters cooperation and interaction among researchers, facilitating interdisciplinary and multidisciplinary collaboration. The Research and Development Cell at our institution serves as a catalyst, motivating both students and faculty members to explore new ideas within the realm of research and development. It also nurtures a vibrant research culture among faculty members and students.

IMS has a well-defined research policy overseen by the Research Policy Group, headed by the Registrar of the Institution. All research activities within the institution undergo rigorous scrutiny by the Research Advisory Group, chaired by the Dean of Academics at IMS. At the departmental level, the Departmental Research Committee, led by the respective department heads, is responsible for quality assurance, progress assessment, and research outcomes.

These incentives acknowledge the publications, patents, products, start-ups, consultancy, and extra mural projects. The outcome of these research promotion initiatives has led to collaborations with different industries, extra-mural funding from Govt. agencies like DST, DBT and Spice board etc. There is a substantial increase in quality and number of publications, patents and start-ups. It is important to note that the research focus of RCs (Research Centres) and faculties address almost all the SDGs of United Nations either directly or indirectly.

To Promoting an Entrepreneurial Mindset, the institution has an entrepreneurship development cell (MDIF CLUB), that encourages forging a relationship between the industry and the institution. Individual departments interact with the industry to ascertain its needs to fill the gap in the curriculum. The gap is filled by arranging workshops addressed by industry personals. Industry-institution relationship works in the following areas: Industrial visits for students and faculties. Field and site visits of students. Consultancy and sponsored projects. Faculty members regularly interact with the industry to understand functional challenges through applied research or student projects. Projects conceived by the students are used as case study in various industry.

PATENT

S. No.	Name of the patents	Name of the Co-Investigator	Date of Application	Date of Publishing	National/ International	Application No.	Link
1	'CNN-BASED LUNG CANCER-DETECTING SYSTEM"	Dr.Anita Pati Mishra	**08.11.2022**	08.11.2022	Indian National	**Patent Application No-202211063531**	
2	An IOT Based Smart System For	Ms. Shilpi Singhal	**19.11.2022**	09.12.2022	Indian National	**Patent Application No-2022110**	

	Hygiene Monitoring in Real Time				**66463**	
3.	A System for forecasting Communication of food with IOT and AI through Data Mining Techniques.	Ms. Shilpi Singhal	**15.01.2023**	03.02.2023	Indian National	**Patent Application No-2023110 03017**	
4.	Smart home automation using Internet of Things- enabled solar panels and smart rain water harvesting systems	Mr. Sumit Negi	**03.02.2023**	17.02.2023	Indian National	**Application No: 202311 007971**	
5	A system for Cyber-based healthcare telemetry for remote patient monitoring	Ms. Monika Dixit Bajpai	**04.02.2023**	10.02.2023	Indian National	**Application No: 202311 007183**	

3.2.2

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

Response: 84

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

2021-22	2020-21	2019-20	2018-19	2017-18
21	35	12	9	7

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

3.3 Research Publications and Awards

3.3.1

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

Response: 1.04

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

2021-22	2020-21	2019-20	2018-19	2017-18
51	28	39	20	15

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3.2

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

Response: 0.69

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

2021-22	2020-21	2019-20	2018-19	2017-18
58	28	7	7	1

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

3.4 Extension Activities

3.4.1

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

Response:

The Extension activities are carried out in the neighbourhood community, sensitizing students to social issues, for their holistic development. IMS inculcates the social awareness among the students who serve for the upliftment of the society. There are several Extension activities which are carried out for the holistic development of students and college which is the major strength of IMS to ensure that the students become responsible citizens by teaching the moral values. The aim of these extension activities is to create confident, dedicated ,honest and upright individuals who become an asset to the society. The college management always motivates the students' social participation and also thrives to achieve its goal of creating equitable society with ethical values. IMS organizes and participates in various extension activities with a dual objective of not only sensitizing students about various social issues but also contribute to community and strengthen community participation. The management of the college take part in various initiatives like: Swachh Bharat Abhiyan (Cleanliness Drive), activities on Women Empowerment, Main Kuch Bhi Karsakti Hoon, Voter Awareness Program Election Commission of India, Women's Day activities, Police ki Pathashala and Road safety, Jashney – Aazadi, activities on World Environment Day, International Child Right's Day, International World Youth Day, panel discussion, various quiz competition, Hunarhaat, Participation in Community development programmes, Health and Hygiene Awareness Programmes, and Environmental Awareness Programme, Various social awareness programmes like: salaam sehat, save future save humanity etc.

Awareness about Consumer rights and duties is significant in the process of economic development of the country. India is the birth place of Yoga and by participating in International Yoga Day students become global stakeholders in ensuring healthy body and mind. As is well known that Khadi is associated with India's Independence movement and also Mahatma Gandhi, students become aware and

spread awareness of not only about the usage of Khadi but also get inspired by how Khadi became synonymous with India's independence. Programs like tree plantation drive in collaboration with Council for Green Revolution, encouraging clay Ganesh idols during Ganesh Chaturthi festival have been taken up as part of environment consciousness and encouraging the community to initiate steps in this regard. Blood donation camps in the College area regular feature whereby students and staff donate blood for the cause. The camps facilitate blood drawn up to 150-200 units which State Government Blood bank. The college conducted a program on plantation of samplings with the collaboration with U.P. Govt., horticulture, this program will help to the people to increase the greenery in the surrounding areas.

The college organizes a number of extension activities to promote institute-neighbourhood community to sensitize the students towards community needs. The students of our college actively participate in social service activities leading to their overall development. Through these units, the college undertakes various extension activities in the neighbourhood community. All these mentioned activities have positive impact on the students and it developed student community relationship, leadership skill and self-confidence of students. It also helped in cultivating hidden personality of students and created awareness among student.

Highlights of the extension activities conducted by Institute:

Sr. No.	Particular	2021-22	2020-21	2019-20	2018-19	2017-18
1	Number of Activities	16	16	7	11	7
2	Number of Awards/ Recognitions	5	14	3	3	2
3	Number of Students Participated	100%	100%	100%	100%	100%
4	Number of Faculty Participated	100%	100%	100%	100%	100%

3.4.2

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

Response:

The Extension activities are carried out in the neighbourhood community for sensitizing students to social issues, for their holistic development.Theinstitution has received many appreciation letters and awards for the same.

Some of the awards for activities like Har Kadam Beti Ke Sang given by Room To Read NGO, Art

Manthanactivity was given National Award by Ministry of Information and Broadcasting,India, Chakh De Chotu activity was awarded Digital Empowerment Foundation, Art Manthan was also awarded by ENGO.Ulektz Wall Of Fame ,an Initiative to identify ,recognise and reward the contributors of Higher Education , India's Top 50 Women leaders in the Education Industrywas given by uLektz to Dr Pooja Sehgal.

APETA2020 award for Employ-Ability skillsin North awarded by Assocham for Consistent Performance in BBA Education.Education Excellence Award for consistent performance in BBA education in 2020.Institute of Management Studies, Noida has been awarded with the best Management College in India for placement 2020 given in Rastriya Shiksha Gaurav Puraskar ceremony 2020, Care Corona given by 2nd Edition of South Asia Pacific Healthcare Summit & Business Awards 2020,

Chakh De Chotu activity given as a distinguished Entry for Radio Initiative.The activity works towards a better life for under privileged kids.In the category of Citizen Media and Journalism. Salaam Namaste was the only Community Radio from India to be recognised for the Radio initiative.

"Ladega Bharat Jeetega BharatCampaign" for Corona activity was awarded by Medilinks India at South Asia Pacific Health Care Summit and Business Awards.For spreading awareness & holding software training workshops a Certificate of appreciation was given by spoken tutorial IIT Bombay.

"Salaam Shakti" event for promoting Women Empowerment was awarded by Ministry Of Information and Broadcasting in the Category of Thematic Radio Program. The Award was given by Honourable Minister Mr.Prakash Javadekar, Ministry of Information and Broadcasting, & Minister Environment,Forest and Climate Change,India.Salaam Shakti was also awarded by E NGO award and SM4E award for Radio program for exceptional work with communities and subjects using any kind of new-age tools, organized by The Digital Empowerment Foundation. "Make in India" Awards,organised by Bharat Nirman NGO was given by the Ashwini Kumar Choubey Minister of State for Health and Family Welfare of India forCommunity Engagement for Under privileged Kids.

Salaam Sehatfor spreading Health Awareness was awarded by SPARSH Health Society, Career Achieveraward given by INPG college Meerut, Application Development award given by Indian Railways, DDU division, East Central Railway,Account office.

Sr. No.	Particular	2021-22	2020-21	2019-20	2018-19	2017-18
1	Number of Activities	16	16	7	11	7
2	Number of Awards/ Recognitions	5	14	3	3	2
3	Number of Students Participated	100%	100%	100%	100%	100%
4	Number of Faculty Participated	100%	100%	100%	100%	100%
Sr. No.	Particular	2021-22	2020-21	2019-20	2018-19	2017-18

1	Number of Activities	16	16	7	11	7
2	Number of Awards/ Recognitions					
3	Number of Students Participated	100%	100%	100%	100%	100%
4	Number of Faculty Participated	100%	100%	100%	100%	100%

3.4.3

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

Response: 61

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

2021-22	2020-21	2019-20	2018-19	2017-18
18	18	7	11	7

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)

3.5 Collaboration

3.5.1

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

Response: 33

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
List of year wise activities and exchange should be provided	[View Document](#)
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

IMS Noida believes in the holistic development of its students. The institute has quality infrastructure with natural ambiance, backed with experienced & strong management, supported by a team of capable faculties & desired academic environment.

Class Rooms – Institute has dedicated class rooms well equipped with LCD projectors and Wi-Fi facility. The classrooms are supported with appropriate ventilation, lighting, and fans.

Laboratories – Institute has 4 different labs including 3 computer labs, and 1 robotics lab. All labs are equipped with upgraded equipment's and required software's like MS Office, Corel Draw and Rihno and 3ds Max as per the needs of the students facilitating better teaching learning experience.

ICT Facilities – IMS Noida has 385 computers in its Labs for the purpose of its students and 160 across all departments, 48 printers, 44 projectors, 37 Wi-Fi routers, 5 scanners, 120 CCTV.

Seminar Halls / Conference Halls: The institute has well-furnished adequately spacious 2 seminar halls with a seating capacity of 250 students. The hall is well equipped with a projector, audio system and amplifiers. The seminar halls serve as a venue for hosting various activities throughout the year. The institute also holds 2 board rooms for the conduction of effective discussions within the campus.

Gymnasium & Yoga Centre – The institution has well equipped Gymnasium and Yoga Centre. The students & faculties are motivated to make best use of Gymnasium to improve, maintain and sustain good physical health.

Library: IMS Noida has a Library that plays a vital role in providing resources which enhance the knowledge of the faculty and students. It holds seating capacity of 150 users. It is also attached with e-library with adequate internet bandwidth to access various e- journals and e-books.

Sport Facility: Sports are an integral part of overall health of students. Sports activities are conducted within the campus having both indoor and outdoor games like - Cricket, Football, Kho-Kho, Kabaddi, Table tennis, Badminton, Volleyball, Boxing, Self Defence etc.

Other facilities: IMS Noida has Girls' Hostel within the campus to provide residential facilities to its

Girl students. The institute also caters the need of refreshments for its students in form of canteen facilities providing healthy food to its student and staff. The campus caters the talent of students in form of dance and music for which it has well equipped Dance and Music room.

4.1.2

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

Response: 23.19

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

2021-22	2020-21	2019-20	2018-19	2017-18
230.19	146.70	554.39	508.85	451.24

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The computerized Library of IMS Noida is a store house of knowledge for its students and teachers helping them to shape their future in the best possible manner. The fully computerized Central Library of IMS Noida is a treasure house of knowledge comprising an ever-growing collection of around 25800Volumes, 7657 Titles of books, national, and international journals and magazines, are subscribed by the institute. All these valuable resources are well organized where150 users can sit at a time, and they are monitored by CCTV Cameras. A dedicated team helps the students and faculties to access the desired books from the library. The Books are indexed as per the standard classification and cataloguing system.

ILMS

IMS Noida library is fully automated with an Integrated Library Management System. The software is fully functional and currently used by all stakeholders of the institute.

The distinct features of ILMS are:

1. Accession register, book entry, setup, book issue, book return/reissue, user log, bulk location update, bar code generator, and project reports.
2. The software contains details about the author's name, title and publishing house.
3. All the books in the library are bar-coded and transactions are automated by using this barcode system. The entire task of book issues, returns, and renewals is computerized. The counter transactions page is simplified in such a way that the system user need not navigate anywhere and the transaction time is significantly reduced giving the end user a great experience. This system enables efficient library administration to cater to user services.

DEL NET

The institute has an annual membership of DEL NET services.

NDL

Institute also has access to the varied content and resources of National digital library.

Per Day Usage

The library has 25 Percent per day usage by teachers and students.

Issue return period

The students are given a 7 days issue retaining period normally which can be extended for another 7 days by renewing it. There is no such time limit for staff members.

Reading section facility

There is a separate reading section for students and staff in the library for the purpose of providing quality learning experience for all the readers.

Digital Section

The library also houses a computer lab wherein 10 computers are kept for students' use exclusively. The librarian monitors the computer lab.

Library timings

For the students, library is functional from 9:00 am to 6:00 pm on all working days.

4.3 IT Infrastructure

4.3.1

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

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

Response:

IMS Noida has well-maintained IT Infrastructure offering to students, faculty, and staff. Efficient ICT infrastructure facilitates teachers and students, to make the best use of Internet-enabled learning.

IMS is well equipped with wired and wireless internet access which can be accessed in classrooms, libraries, labs, corridors, auditoriums, seminar halls, and all student-dwelling areas.

IMS has dedicated 5 computer labs with 385 computers of Mac, Intel-i7, Intel-i5, Intel-i3, Intel G645, Intel Dual-core processors for its students.

Lab 1 – 120

Lab 2 – 120

Lab 3 – 60

Lab 4 – 60

Lab 5 – 25

IMS has Microsoft Campus Agreement for Windows and other software for the latest configuration of hardware. The software is up to the mark as per the specification of affiliating body.

High-Speed Internet Facility- The institute has internet connectivity across its entire campus with bandwidth of 150 Mbps.

Generator and UPS – The institute has Generators and UPS for constant power supply to ensure the quality of work is not hampered due to power cuts and fluctuations.

Firewall- IMS Noida pus has secured the Internet with appropriate Firewall which caters various web security aspects.

CCTV- The campus is under electronic surveillance 24x7 with adequate CCTV monitoring at different places on the campus, helping to maintain campus security. Institute has around 120 cameras installed across its campus to ensure maximum security and safety of all its stakeholders.

Projector – In the Institute, the classrooms, Seminar halls, Auditoriums, and Labs are equipped with LCD Projectors. The institute is enabled with 44 projectors across its campus.

Email IDs: IMS Noida has provided Institute Email Id (...@imsnoida.com) to students, Faculty, and Staff for all communication purposes.

4.3.2

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

Response: 4.58

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

Response: 385

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 76.81

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

2021-22	2020-21	2019-20	2018-19	2017-18
1545.10	1000.32	1123.35	1369.98	1227.26

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 75.42

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

2021-22	2020-21	2019-20	2018-19	2017-18
1763	1563	1402	1124	716

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.3

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

Response: 78

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

2021-22	2020-21	2019-20	2018-19	2017-18
1763	1163	1047	1581	1238

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

5.1.4

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

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

Response: A. All of the above

5.2 Student Progression

5.2.1

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

Response: 79.05

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

2021-22	2020-21	2019-20	2018-19	2017-18
331	381	346	340	364

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

2021-22	2020-21	2019-20	2018-19	2017-18
411	418	476	475	449

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	[View Document](#)
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.2.2

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

Response: 2.78

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

IELTS/Civil Services/State government examinations etc.)

2021-22	2020-21	2019-20	2018-19	2017-18
7	2	3	1	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response: 43

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*

2021-22	2020-21	2019-20	2018-19	2017-18
8	6	12	14	3

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

5.3.2

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

Response: 15.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	10	17	26	15

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

5.4 Alumni Engagement

5.4.1

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

Response:

There is a registered Alumni Association that contributes significantly to the development of the Institution through financial and/or other support services. The students who have completed UG or PG from the College are eligible to register as a member of the alumni association. The alumni meet is organized every year.

The Alumni Association of the College aims at enhancing employability and entrepreneurial skills amongst youth by collaborating with the College for various events so as to bridge the gap between academia and corporate. It involves alumni in student development through participation in ongoing academic activities including teaching, research, workshops, conferences, and placements.

Objectives of the Alumni Association of IMS, Noida: 1. To bring together all past students on one platform. 2. To provide aid to needy students. 3. To provide employment and to generate self employment for all the (current/past) students through the network of passed out students. 4. To create awareness amongst students pertaining to health, career choice, etc.

Financial Contribution: During the alumni meet plans, progress and achievements are discussed and views are shared. Feedback is also taken to enhance activities.They give financial support for organizing Conferencing and Seminars in the College. Some of the faculties of the College are also members of alumni association who also contribute for the development of the College.

Non-financial Contribution: Members of the Alumni Association are also members of IQAC. All the departments have a Database of the final year students, which is updated from time to time. The

successful alumni of our college are often invited by the Faculty Members to share their experiences and talk about their professional journey usually followed by an interactive session with the students. In 2020-2021, keeping in mind the safety protocols due to the Pandemic, the Alumni association did not engage the entire alumni body. Independently however, various departments organized online meets allowing alumni in different parts of the world to interact with the teachers and the students. The meetings provided the alumni with the opportunity to express their appreciation for the College and the teachers who guided them throughout college life. The College also maintains regular contact with the alumni through various email groups and social networking sites such as Facebook. The Alumni are very active in promoting, mentoring and guiding the current students of the College. Alumni frequently contribute in conducting seminars, conferences, workshops, internships, guest lectures and placements.

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Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision:

The world is changing incredibly fast in almost every parameter from technology to climate, culture to business practices, global trade scenarios to work methods. What was Next becomes passé almost instantly.

IMS has a unique vision 'NEXT'! We always think about what's NEXT, since we are living in the competitive world so one should always be thinking about NEXT opportunity, NEXT challenge and NEXT development. We, at IMS, aims to become an influential institution known for its critical thinking and social responsibility. Our main concern is to give students knowledge and core values to make them responsible and ethical leaders. IMS focuses to be a technology driven institution and to be recognized for leading innovative and applied research.

The best way to control the future is to create it and the only way to be future-ready is to gain the ability to learn, unlearn and relearn quickly. The world is changing rapidly and to fit in this fast-moving environment one should be adaptive and inquisitive. IMS assures its students learn all the necessary skills to make their NEXT move a marvelous move!

Mission:

- To act as an institution of excellence and to design the courses in such a way to bring the best of the capabilities out of the students engaging them in live projects and hands on experience.
- To teach the students discipline, dedication, confidence and honesty this will help them in their endeavors and becoming leaders.
- Innovations in teaching methods and technologies helping the students to evolve and learn in the creative way.
- We believe in the blend of the relevant knowledge and skills to meet the challenges of a fast-changing business world.

Governance

The Governing body of the Institute has a defined hierarchy for the successful monitoring and effective implementation of its plans and policies.

Perspective plans

An institution's perspective plan serves as the central nervous system, enabling analysis and onward motion. The Internal Quality Assurance Cell (IQAC) was founded by the Institute to promote excellence in education and foster a culture of quality.

Participation of faculty in decision making bodies/committees

The Institute has established several committees with faculty participation to improve decision-making.

Decentralization and Participative Management

Decentralization is the process of assigning power and accountability for institutional procedures inside an organization

Redistributive:

The institute adheres to the decentralization principle through committee formation, a decentralized organizational structure, a decentralized decision-making process, and managerial accessibility.
1. Committees:

- The institute has established a number of committees, all of which function within the general parameters of the institution policy.

2. Organizational Structure

- The organization is decentralized, with clearly defined roles and responsibilities

3. Decision making process

- The Director, Register, Placement Head, and Head of Departments are permitted to make decisions within the parameters of the policies.

4. Access to the Management

- The staff members can speak with management directly as needed.

Participative management:

Although the institute's fundamental principle is decentralization, management favors a participatory approach

6.2 Strategy Development and Deployment

6.2.1

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

procedures, etc

Response:

There are four levels at which the institute functions: student, faculty, department head, and director. By giving them different tasks, the institute offers a variety of platforms for everyone to grow and apply at the department, institute, and societal levels.

Student level:

Opportunities to manage student chapters of professional bodies and institute level committees, as well as leadership in social forums like Extension Activities, are among the responsibilities and support offered for organizing extracurricular and c o-curricular activities.

Faculty level:

- Possibilities to oversee a particular committee while carrying out different tasks at the department and institute levels.
- Inspiring students to take charge of their community by planning events, seminars, workshops, industrial visits, and guest lectures.
- Urged to apply for doctorate programs and post-graduation programs through research.

HOD level:

- Decentralization of various duties to foster leadership at the department level;
- Planning and overseeing department operations and student progress; and Engaging with outside organizations and professional associations to empower staff, students, and ultimately the institution.

Director level:

- Academic freedom;
- Implementing plans authorized by management;
- Financial autonomy and support for raising the caliber of results;

One activity successfully implemented based on the strategic plan is as follows:

Case study: The institute adopts a standard methodology for maintenance.

Process: Maintenance of computer lab, robotics lab, Studio and infrastructure

The Director is notified by the Head of Department of the specific maintenance or repairs required for the apparatus, instrument, or infrastructure. Every stage's meeting minutes are preserved and submitted to higher authorities as proceedings. The institute office keeps a record of orders placed with external agencies, along with comparison statements.

The functioning of the institutional bodies

The institute's highest governing body, known as management, is presided over by the chairperson who sets policies and approves the budget. The Director consults with management before making any institutional choices. Directors oversee HODs and other committee/cell in-charges.

The institute has established committees in accordance with the rules in addition to extra committees for activity monitoring and internal coordination.

Grievance Redresser mechanism for faculty, staff and students is as given below:

- At the institute level, a Grievance redressal Committee is established to handle complaints and grievances from both staff and students.
- The aforementioned group classifies the grievances and, following thorough analysis, suggests corrective actions. These are sent to the director, who uses administrative power to put them into action and fix the problems.

The various institutional level committees formed for the smooth functioning are listed as follows:

1. IQAC
2. Anti-Ragging Committee
3. Committee for SC/ST/OBC
4. Minority Cell
5. Women Internal Complaint Committee/ /Women Development Cell/ Anti Sexual Harassment Committee
6. Training and Placement Cell
7. Library Committee
8. Examination Committee
9. Admission Committee
10. Student's Council
11. Cultural Committee
12. Sports Committee
13. Technical Fest Committee
14. Extension Activity Cell
15. Alumni Cell
16. Discipline Committee
17. Hostel and Canteen Committee

Periodically, the created process gathers feedback from different stakeholders. After the feedback has been examined, the head of the department summarizes it and sends it to the director.

6.2.2

Institution implements e-governance in its operations

1. **Administration**

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institute implements several welfare measures for the teaching faculty as well as its non-teaching staff like

Teaching Faculty:

- Encourages and assigns educators to pursue post secondary education.
- Provides financial support for teachers to participate in faculty development programs, workshops, conferences, seminars, short-term courses, and other events.
- Provides incentives and supports teachers' membership in professional associations, participation in events, and organization membership.
- Promotes teachers' involvement in research-focused events and their publication of research papers in reputable journals and conferences.
- Encourages and inspires educators to include ICT technologies into their lesson plans.
- Promotes instructors on schedule.
- Provides duty leave to educators who participate in faculty development programs, workshops, conferences, seminars, and short-term courses.

Non-Teaching Staff:

- The institute organizes training programs as per the need for skill development of non- teaching staff

- They are encouraged to participate in the organization of social events organized under Community Out-reach Services

The other welfare provisions made for both teachers and non-teaching staff are:-

- Leaves (Casual, Earned, Medical, Vacation) as per

The institute uses a self-assessment rating method to keep track of staff and faculty performance. All members of the faculty and staff fill out the Academic Performance Indicator (API) form. For faculty, technical personnel, and supporting staff, there are three distinct API formats.

Academic background, qualification upgrades, STTP, FDP, workshop, conference, attended orientation program during the year, co-curricular and extracurricular activities, research and publications, and other academic contributions are among the details included in the faculty API form. Self-evaluation, department head assessment, and director assessment are all provided by the API.

Technical staff members evaluate themselves using the following criteria: administrative duties, support for the Teaching Learning Evaluation (TLE) approach, director's report, and HOD's report.

Information about the administrative tasks performed and the administrative office is included in the supporting staff's self-evaluation.

6.3.2

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

Response: 42.55

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

2021-22	2020-21	2019-20	2018-19	2017-18
85	44	7	18	3

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	[View Document](#)

6.3.3

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

Response: 8.72

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

2021-22	2020-21	2019-20	2018-19	2017-18
42	18	12	05	01

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

2021-22	2020-21	2019-20	2018-19	2017-18
105	105	105	105	105

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)
Annual reports highlighting the programmes undertaken by the teachers	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

On a regular basis, the audited statements and budget estimations are prepared. To guarantee the effective and efficient use of financial resources, internal and external audits are conducted. The yearly budget is allocated and used appropriately.

Institution Internal Audit

Internal financial auditing is an ongoing procedure that is mostly handled by accounts officers. Every year, internal audits are conducted. The institute will have the chance to address and correct any recommendations the auditors make regarding certain financial and stock-related data during the internal audit.

Institution External Audit

Each year, the income tax department's rules are followed by a team of chartered accountants and a group of external auditors who audit the institute's financial records and book. The management has designated a chartered accountant from business to handle the external audit at the conclusion of each fiscal year.

Over the previous five years, no auditor raised any significant issues to an audit.

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

The primary sources of income for the self-financing institute are tuition and development fees. Director and account officer develop the proposed budget in accordance with the yearly requirement, taking into consideration future plans and actual expenditures from the previous year. Finalizing the proposed

budget occurs during discussions with management. Management covers any deficit by using bank loans or other resources.

The process for mobilization policy is given below:

- Institute detailed budget.
- Institutional receipt (Tuition and Development fee) are properly deposited and utilized for institute's salary and non-salary expenditure. This complete process is monitored by account officer and Director.
- As per the requirements of different departments, laboratories, central library, store and student support and infrastructure facilities, quotation are invited from the suppliers/dealers/contractors. The comparative statements are prepared and Director forward the recommendations in consultation with the concerned in-charges, Head of Departments to the management. Order is placed by the office to respective agencies.

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. The institute cell works towards improving and maintaining the quality of education, identifying and suggesting new ways of using teaching aids, developing suitable infrastructure, and offering suggestions for the new value added courses. IQAC is an effective and efficient internal coordinating and monitoring mechanism. The IQAC plays a vital role in maintaining and enhancing the quality of the institution and suggests quality enhancement measures to be adopted. The IQAC meets every quarterly to plan, direct, implement and evaluate the teaching, research, and publication activities in the College. The sub-committees dealing with various activities and departments implement the IQAC guidelines and report the feedback. The IQAC strives to spread quality culture through quality enhancement initiatives and best practices. The IQAC works strategically in key areas and assigns responsibilities pertaining to Soft skills development, Career enhancement and placement activities, trainings ,faculty research and development programs ,mentorship activities of students and their academic performances and conducts regular inspections for healthy academic practices so that they can be reformed. Along with the same departmental activities are reviewed and innovative methods are developed for faculty as well as student development.

IQAC also ensures that the curriculum is followed as per university norms. Course preparedness sessions and regular monitoring for lesson plans are conducted for all courses. A key initiative is the maintenance of learning records by students which is evidence of learning through the entire program. The examinations of the University embed OBE and are conducted at the exam centre decided by University.

Assignments are given and assessed duly in time by the faculties. The internal evaluation tests and class tests are conducted as per the academic calendar .The Answer-books are assessed properly and in time .The sessional answer sheets are shown to students after evaluation by faculty members. The Grievances of any kind regarding assessment are redressed immediately and satisfactorily.

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The Institute has a work culture based on inclusivity, integrity, and impartialityby providingan equal opportunity that values diversity and recognizes the importance of supporting women in particular. The senior position as well as the HR position are both occupies by Women. The Institute followspolicies and processes that ensure the safety, security and well-being of women as follows

· All students participate in Gender sensitization session during their induction programme also regular workshops organized for all staff and students.

· Female faculty and students encouraged to take up leadership roles in various Institute activities

·Institutes provides leave on Karvachauth.

· Counselling for women are done regularly by mentors/ experts.

· Deputation of women faculty to national and international seminars, conferences etc.

· Equal opportunities are given to both men and women during sports as well as cultural events

· Well-trained and vigilant women security guards are stationed across the campus.

· Extensive CCTV surveillance network with 24x7 monitoring

. · Rotational duty by faculty members in women's hostel to ensure discipline and security.

· Awareness campaigns by students volunteers through street plays (Nukkad Natak)

· Internal Complaints Committee against Sexual Harassment in place as per the Prevention, Prohibition and Redressal of Sexual Harassment at work places Act 2013 and list of committee members displayed in strategic locations of Institute including hostels.

· Observing special days like International Women's day, International Day for the Elimination of Violence Against Women, International Human Rights Day, National Girl Child day etc.

· Every effort is made to ensure diversity, gender sensitive and inclusive recruitment process

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)

7.1.3

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

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)

7.1.4

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

Response:

The institute has an inclusive environment which promotes tolerance and harmony amongst all students. To build a nation of youth who are noble in their attitude and morally responsible, the college organizes and conducted several activities to build and promote an environment for ethical, cultural, and spiritual values among the students and staff. To develop the emotional and religious feelings among the students and the faculty, commemorative days are celebrated on the campus with the initiative and support of the management for not only recreation and amusement but also to generate the feeling of oneness and social harmony.

The college and its teacher and staff jointly celebrate the cultural and regional festivals, like New-year's day, Fresher Party, teacher's day, orientation and farewell program, Induction program, rally, oath, plantation, Youth day, Women's day, Yoga day, festivals like Diwali Mela celebration, Holi Milan celebration, New Year celebration, Lohri celebrations, etc. Religious ritual activities are performed on the campus. The students of the minority community students are given proper place and time off for offering their religious prayers.

The institute celebrates international days and festivals like French Bastille Day, Le French Cuisine Fest, Traditional Folk Dances (both national and international), International Women's Day, Yoga Day, Halloween, etc., for creating an inclusive environment in the campus.

Motivational lectures of eminent persons of the field are arranged for all-round development of the students for their personality development and to make them responsible citizens following the national values of social and communal harmony and national integration. Besides academic and cultural activities, we have built up many strong infrastructures for a variety of sports activities for the physical development of the students. All kinds of academic and non-academic activities including sports are organized on the campus to cater to the individual talent of the student and that they get an opportunity to showcase the same.

In this way, the institute's efforts/initiatives in providing an inclusive environment for everyone with

tolerance and harmony towards cultural, regional, linguistic, communal, socioeconomic, and other diversities.

To tackle the socio-economic issues, the institute has made wearing of college uniform mandatory for all so that the students do not flaunt their designer clothes and costumes and to bring about uniformity.

Our constitution enshrines the fundamental rights of each citizen, provides for human dignity, equality, social justice, human rights and freedom, rule of law and equity. The whole country is governed on the basis of the rights and duties enshrined in the Constitution of India. The institute organizes various activities to sensitize students and employees to the constitutional obligation: Values, Rights, Duties and responsibilities of the citizens. Guest Lectures are organized by inviting legal luminaries on the campus. Through the in-house Knowledge Sharing Sessions, inter-institute departmental lectures, the students and faculty members are apprised of their rights. A cybersecurity campaign was also organized by inviting cybersecurity experts who gave valuable tips on how to.

7.2 Best Practices

7.2.1

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

Response:

 BEST PRACTICE 1

Title of the Practice: Strong Industry-Academia Connect

Objectives:

Reduce the gap between the Professional Programs curriculum and industrial needs through parallel curriculum, value-added courses and certifications.

Increase in the career opportunities by enhancing the technical competency, analytical skills, leadership skills and intellectual ability. Exposure to the industry environment through internships, mentorships, trainings, industrial visits ,certifications and field trips.

Establishment of industry sponsored incubation centers named as Million Dollar Idea Factory to promote R & D and start- ups.

Context:

The gap between the University professional programs curriculum and industrial requirements is ever widening as the demand cannot be met through regular revisions in the curriculum. The curriculum

mainly focuses on the fundamentals and the industrial requirements are based on the real-time demands to provide feasible solutions within the specified time frame.

There are also diverse, but interconnected interests of educational institutions and industries. The requirements of educational institutions are funding & infrastructure, equal partnerships, placements and feasible goals, whereas the requirements of the industries include market-aligned courses, skilled technicians, Business developers feasible solutions and operational approach.

The Practice:

Multiple approaches are followed/implemented to achieve the above said objectives.

Implementation of parallel curriculum what industry needs through Various Value Added Programs (VAP) by the Experts / trainers from industry, introduced from 2017-18 to reduce the gap between the curriculum and industrial needs. These programs are implemented from the first year along with the regular curriculum by allocating dedicated week to complete the designed industry oriented program with desired outcome. The curriculum for these programs are designed based on the industrial needs and revised accordingly. The curriculum consists theory and practical both and in each module, the students are taught through hands-on sessions by industry experts.

Trainings in Value-added programs and Certifications by industry certified internal faculty members and external agencies will also help in meeting the industrial requirements.

Technical Competency and Intellectual ability is enhanced by encouraging and guiding the students to develop the prototypes based on their ideas to the real-world problems, and demonstrating them in various national and international platforms.

The competency and ability to provide solutions to the real-world problems is also enhanced through the analytical and technical training provided by internal faculty members and external agencies.

Exposure to the developments in the industry is achieved through the trainings and mentorships by the personnel from reputed MNCs viz., BYJU's , Collabera, Ebizon, Rubico, Just Dial, Zenus Infotech. The industry environment is experienced through internships at various public and private organizations and also through field trips.

Evidence of Success:

Year	2017-18	2018-19	2019--20	2020-21	2021-22
No. of VAP Delivered	15	17	28	16	19
No of Students Enrolled for the programs	908	1009	3305	725	1214
No of Students Completed the Programs	895	928	2316	725	992

Percentage of Students Certified	98.5%	91.9%	97.3%	100%	81.71%

MoU's

Year	2017-18	2018-19	2019--20	2020-21	2021-22
Number of MoU's	0	1	6	5	21

Placement and Higher Education

Year	2017-18	2018-19	2019--20	2020-21	2021-22
Number of outgoing students	449	475	476	418	411
Number of outgoing students who were placed	364	340	346	382	330
Percentage of Students placed	81.06%	71.57%	72.68%	91.8%	80.29%

Challenges Encountered:

- Continuous upgradation of parallel curriculum based on the industrial needs.

- Up-skilling of faculty members by Industry.

- Identification of resource persons from industries and academia.

- Acceptance from industries for internships, mentorships, field visits and placements.

Best Practice – II

Title of the Practice: Community Welfare through Extension Activities

Objective of the Practice:

To promote extension activities in the neighborhood community and develop a sense of responsibility towards society among students.

The Context:

To provide the opportunities to inculcate the qualities among the students to understand social consciousness and problems of communities. These activities sensitizing the students to social issues and develops belongingness to the welfare activities towards the society.

The Practice:

The Extension activities are carried out in the neighbourhood community, sensitizing students to social issues, for their holistic development. IMS inculcates the social awareness among the students who serve for the upliftment of the society. There are several Extension activities which are carried out for the holistic development of students and college which is the major strength of IMS to ensure that the students become responsible citizens by teaching the moral values. The aim of these extension activities is to create confident, dedicated ,honest and upright individuals who become an asset to the society. The college management always motivates the students' social participation and also thrives to achieve its goal of creating equitable society with ethical values. IMS organizes and participates in various extension activities with a dual objective of not only sensitizing students about various social issues but also contribute to community and strengthen community participation. The management of the college take part in various initiatives like: Swachh Bharat Abhiyan (Cleanliness Drive), activities on Women Empowerment, Main Kuch Bhi Karsakti Hoon, Voter Awareness Program Election Commission of India, Women's Day activities, Police ki Pathashala and Road safety, Jashney – Aazadi, activities on World Environment Day, International Child Right's Day, International World Youth Day, panel discussion, various quiz competition, Hunarhaat, Participation in Community development programmes, Health and Hygiene Awareness Programmes, and Environmental Awareness Programme, Various social awareness programmes like: salaam sehat, save future save humanity etc.

Highlights of the extension activities conducted by Institute:

Sr. No.	Particular	2021-22	2020-21	2019-20	2018-19	2017-18
1	Number of Activities	16	16	7	11	7
2	Number of Awards/ Recognitions	5	14	3	3	2
3	Number of Students Participated	100%	100%	100%	100%	100%
4	Number of Faculty Participated	100%	100%	100%	100%	100%

5.Evidence of Success: It is observed by performing good number of activities year wise in the neighborhood society, Institute has got appreciation by renowned government /non-government/NGO agencies in terms of awards, appreciation letters and momentous. It is worthwhile to mention that, local media also covered many of the activities mentioned under this practice.

6. **Problems Encountered and Resources Required:**

---------------Nil-------------

7.3 Institutional Distinctiveness

7.3.1

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

Response:

IMS Noida strives to establish itself as a unique Institution where thrust is given to the all round and holistic development of the students in today's modern society. Equal emphasis is being placed on teaching and academic learning, including research conducted by the students in the mentorship of faculty members. Students work on various intellectual, cultural and physical activities which helps them to acquire wisdom and knowledge and guide them to realize their maximum potential in the society. We have the following clubs such as

- Master Blaster Club
- FIFA Fever Football Club
- Cross Fire
- Volleyball Club
- Uppercut Boxing Self Defence Club
- MA Lawn Table Tenis Club
- Brave Heart Running and Fitness Club
- Theatre Shakespeare Club
- Rock Band Voltage Band Club
- Vocal Music Lata Mangeskar Club
- Creating Writing Wordsworth Club
- Fine Arts Hussain Club
- Dance Club – Michael Jackson Club, etc.

Events are organized round the year such as Inter-Collegiate Sports Meet, Marathon, Cultural evening, etc to celebrate Indian festivals such as Holi, Deepawali, Teachers' Day, Christmas Day, etc where students participation is almost mandatory. The Institution provides for innovation and start-ups for students through its "Million Dollar Idea Faculty" where students who want to set up their own companies are encouraged through consultancy, start-up funding and market guidance, etc. There is an RTI Club where students are taught how to file RTI for govt sector. The Institution also organized a Technology Expo where students can showcase their Science and Technology projects to the Industry. The institution also organized MOUs with Industry so that students are well prepared for their future as a part of all round development. Students are also involved in Social Welfare Activities such as Village Adoption, Swachchhata Abhiyan, Women Empowerment Projects, Voter Awareness Program, Financial Literacy Program in Villages, etc.

5. CONCLUSION

Additional Information :

Institute has a dream of creating a benchmark in imparting education in rural area. The institute aims to produce responsible citizens through extensive training and continuous all-round developmental activities. We, at Institute of Management Studies,Noida are committed to imbibe true national spirit and ethical values and generate/reflect the same in young generation to become responsible citizens of India.

The Institute involves all stakeholders by organizing parents, alumni and employer meetings. Stakeholders are invited on various committees either to contribute in Academic or Non-Academic issues to keep students upgraded with latest happenings in respective fields. Faculty and staff also have representation on various committees where they contribute in decision making. In the nut shell, the institute is working for betterment of society by involving all of the stakeholders.

Concluding Remarks :

Concluding Remarks: We, most cordially invite the very august NAAC Peer Team, to visit Institute of Management Studies, Noida to evaluate and asses the institute for the accreditation purpose and process.

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6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
4.1.2	*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years* 4.1.2.1. **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>308.77</td><td>176.33</td><td>610.74</td><td>540.09</td><td>456.20</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>230.19</td><td>146.70</td><td>554.39</td><td>508.85</td><td>451.24</td></tr></table> Remark : As per clarification received from HEI, thus DVV input is recommended.
4.4.1	*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)* 4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>1376.49</td><td>883.84</td><td>1037.81</td><td>1198.88</td><td>1078.58</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>1545.10</td><td>1000.32</td><td>1123.35</td><td>1369.98</td><td>1227.26</td></tr></table> Remark : As per clarification received from HEI, thus DVV input is recommended.
5.1.1	*Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years* 5.1.1.1. **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1764	1564	1402	1124	716

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1763	1563	1402	1124	716

Remark : As per clarification received from HEI, DVV input is recommended.

5.1.3

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1765	1167	1047	1581	1238

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1763	1163	1047	1581	1238

Remark : As per clarification received from HEI, DVV input is recommended.

5.3.2

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
32	23	41	41	30

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
11	10	17	26	15

Remark : As per clarification received from HEI, and multiple activities on the closer dates to be considered as one event, thus DVV input is recommended.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
44	93	102	95	45

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
42	18	12	05	01

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
20	45	50	40	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
105	105	105	105	105

Remark : As per clarification received from HEI, and excluding less than 5 days FDPs programs, thus DVV input is recommended.

2.Extended Profile Deviations

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1765	1564	1676	1841	1844

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1763	1563	1698	1840	1844

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1922.45	1362.57	1492.82	1722.71	1529.86

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1775.29	1147.02	1677.74	1878.83	1678.50

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