# YEARLY STATUS REPORT - 2023-2024

| Part A | |
|---|---|
| **Data of the Institution** | |
| **1.Name of the Institution** | INSTITUTE OF MANAGEMENT STUDIES |
| • Name of the Head of the institution | PROF (DR) ARUN KUMAR SINGH |
| • Designation | PRINCIPAL |
| • Does the institution function from its own campus? | Yes |
| • Phone no./Alternate phone no. | 01204980000 |
| • Mobile no | 9711260678 |
| • Registered e-mail | director@imsuc.ac.in |
| • Alternate e-mail | naac@imsuc.ac.in |
| • Address | NH - 9,ADHYATMIK NAGAR |
| • City/Town | GHAZIABAD |
| • State/UT | UTTAR PRADESH |
| • Pin Code | 201306 |
| **2.Institutional status** | |
| • Affiliated /Constituent | Affiliated |
| • Type of Institution | Co-education |
| • Location | Rural |
| • Financial Status | Self-financing |

| | |
|---|---|
| • Name of the Affiliating University | **CH. CHARAN SINGH UNIVERSITY, MEERUT** |
| • Name of the IQAC Coordinator | **Dr. INDRANI BHATTACHARJEE** |
| • Phone No. | **01204980000** |
| • Alternate phone No. | **9711260678** |
| • Mobile | **9968393649** |
| • IQAC e-mail address | **iqac@imsuc.ac.in** |
| • Alternate Email address | **naac@imsuc.ac.in** |
| **3.Website address (Web link of the AQAR (Previous Academic Year)** | https://naac.imsuc.ac.in/AQAR-2022-23.pdf |
| **4.Whether Academic Calendar prepared during the year?** | **No** |
| • if yes, whether it is uploaded in the Institutional website Web link: | |

**5.Accreditation Details**

| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
|---|---|---|---|---|---|
| **Cycle 2** | **A** | **3.09** | **2021** | **20/01/2021** | **19/01/2026** |
| **Cycle 1** | **C** | **1.85** | **2016** | **19/01/2016** | **19/01/2021** |

| **6.Date of Establishment of IQAC** | **20/01/2016** |
|---|---|

**7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,**

| Institutional/Department /Faculty | Scheme | Funding Agency | Year of award with duration | Amount |
|---|---|---|---|---|
| Department of Management | App for Labour to Improve their Social life as well as work life at the work | LATERRA HOME | 2023 | 100000 |
| Department of Management | Enhancing Personal Efficiency and Effectiveness through Self-Automation: A Study on Behavioral and Technological Interventions | LATERRA HOME | 2023 | 100000 |
| Department of Computer Science | Project Work on AI & ML in Export-Import Management | NARAYAN INTERNATIONAL | 2023 | 100000 |
| Department of Management | Efficiency Optimization for Professional Effectiveness through Self Automation | NARAYAN INTERNATIONAL | 2023 | 100000 |
| Department of Management | Supply Chain Optimization and Management in VUCA | NARAVAN INDUNTRIES | 2024 | 100000 |

| | | | | |
|---|---|---|---|---|
| Department of Management | Managenent Development Program on Trade Analytica | NARAVAN INDUNTRIES | 2024 | 100000 |
| Department of Management | Project Work on Automation Technology in Trade Facilitation | NARAVAN INDUNTRIES | 2024 | 100000 |
| Ms. Purnima Gupta (Assistant Professor, Department of Computer Science) | App for Railway Employee (Running Relief Samajik Seva Samiti) | Running Relief Samajik Seva Samiti | 2023 | 10000 |
| Ms. Purnima Gupta (Assistant Professor, Department of Computer Science) | Web App (Little Bloom Preschool and Day-care) | Little Bloom School | 2024 | 10000 |
| Ms. Purnima Gupta (Assistant Professor, Department of Computer Science) | Indian Railway Running Allowance Calculator | Khushi Enterprises | 2024 | 20000 |

| | | |
|---|---|---|
| **8.Whether composition of IQAC as per latest NAAC guidelines** | Yes | |
| • Upload latest notification of formation of IQAC | View File | |
| **9.No. of IQAC meetings held during the year** | 03 | |
| • Were the minutes of IQAC meeting(s) and | Yes | |

| | | |
|---|---|---|
| compliance to the decisions have been uploaded on the institutional website? | | |
| • If No, please upload the minutes of the meeting(s) and Action Taken Report | No File Uploaded | |

| | |
|---|---|
| **10.Whether IQAC received funding from any of the funding agency to support its activities during the year?** | **No** |
| • If yes, mention the amount | |

**11.Significant contributions made by IQAC during the current year (maximum five bullets)**

1. Strengthened parent-teacher interactions for feedback, initiated remedial classes for slow learners, and provided tailored opportunities for advanced learners to enhance their career readiness.

2. Introduced value-added courses and certifications in collaboration with platforms like Coursera, IIT Kanpur, and the School of Design Thinking, offering training in areas like Python, Full Stack Development, and Advanced Excel.

3. Promoted project-based learning with practical exposure through international immersion programs, NGO collaborations, and software development projects like IMS Voice

4. Established partnerships with leading organizations (e.g., Deloitte, Wipro, IIT Kanpur) to boost placement opportunities and employment prospects.

5. Undertook innovative projects like BIOLAND for recycling waste into eco-friendly products, nano-remediation-based household wastewater harvesting, and launched an incubation centre to foster entrepreneurship and innovation.

**12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year**

| Plan of Action | Achievements/Outcomes |
|---|---|
| Implementation of NAAC accreditation guidelines to maintain educational standards. | Prepared AQAR for current Academic Year ; adherence to the timeline for submission of AQAR |

| | |
|---|---|
| Student Development and Progression | Formation of year specific program leaders to strengthen curriculum delivery and assessments, Representation to the affiliating university for revising the MIB curriculum aligned with industry needs., Adoption of revised mid-term assessment formats for CO-PO attainment tracking. |
| Incorporate Industry Oriented Value-Added Courses | Introduced industry-oriented value-added courses, such as MOOCs, hybrid certifications with Coursera (Google, Meta & IBM), and IIT Kanpur's winter training., Winter Training Certification program on "Full Stack Development" from IIT Kanpur., Certificate program on "Design The Thinking" from the School of Design Thinking, Chennai , Advance Excel , Static Pages designed using HTML , Self-Discovery , Grooming & Communication Etiquette, LINUX, Attitude Building, Professional Communication , Summer Program Python/PHP , Employability Preparation Modules , Workshops and certifications on emerging technologies like Python, GenAI, analytics, and PLS-SEM. |
| Real time Learning | Project-based learning initiatives included software development projects (e.g., IMS Voice, CCSU Result Generator) and NGO collaboration. , Practical exposure through international and global immersion programs, port visits, and simulations. |
| Student Clubs and Community Engagement | Student-driven clubs facilitate holistic growth., Collaboration with local administration on |

| | |
|---|---|
| | initiatives like road safety, Khelo India, and voter awareness programs. |
| Collaborations and Placements | MoUs with organizations like IIT Kanpur, EduSkills, ICT Academy, Coursera, and MSME boosted employment prospects., Placement in reputed companies like Deloitte, Accenture, TCS, Wipro, and Capgemini. |
| Sustainability and Innovation | Sustainable projects such as BIOLAND (waste flower recycling into cleaning products such as Herbal soaps, colin, handwash, gulabari and sanitizers) and nano-remediation-based household wastewater harvesting., Hosted the Wet Lab Championship in collaboration with IIT Hyderabad's E-Cell. |
| Research and Publications | Greater emphasis was placed on faculty research to generate publications in nationally and internationally recognized journals. Student research was actively promoted, and the encouragement of publication was underscored through various incentive programs. |
| Incubation Centre | Established a Section 8 entity to foster innovation and provide incubation support. |
| Infrastructure and Well-Being | Created smart classrooms, Introduced monthly birthday celebrations of Students, Faculty & Staff members, and, Introduced crèche facilities for the employee of IMS. |

| | |
|---|---|
| **13.Whether the AQAR was placed before statutory body?** | No |

- Name of the statutory body

| Name | Date of meeting(s) |
|------|--------------------|
| Nil  | Nil                |

## 14.Whether institutional data submitted to AISHE

| Year | Date of Submission |
|------|--------------------|
| 2025 | 20/01/2025         |

## 15.Multidisciplinary / interdisciplinary

IMS Ghaziabad (University Courses Campus) over past 35 years, has attained an inimitable stature in India in promoting diversified professional skills and research education in the prevailing areas of Management Studies, International Business, Information Technology, Biosciences, Joiurnalism & Mass Communication.

## 16.Academic bank of credits (ABC):

NA

## 17.Skill development:

The institute initiated collaboration with renowned national level institutions like IIMB, IITK,IIT BHU etc. to provide exposure to the students towards upskilling themselves in the related domain area. NEP promotes moving away from the conventional content-heavy and rote learning practice towards holistic learning. NEP 2020 has given special emphasis on acquiring various skills to attain the goal of holistic development of the students and enhance their employability. The institute is already conducting the skill enhancement courses as designed by affiliating CCS University such as DBMS, OS, Molecular biology, biophysics, photography. The National Education Policy 2020 also recognizes the importance of soft skills such as communication, team work, problem solving, decision making, analytical thinking, resiliency, etc. as imperative life skills. The institute encourages the soft skill development of the students by arranging lectures by eminent persons from different fields also. Besides CBCS, the college provides Computer Training Courses and encourages entrepreneurship through different programmes in order to embrace skill development. The initiative works with an approach where academic knowledge is imparted. However, along with it, leadership skills are also inculcated amongst the students so that they can benefit ahead in their career trajectory.

## 18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture,

| using online course) |
|---|
| **Not Applicable** |
| **19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):** |
| **The assessment process for Course Outcomes (COs) is conducted through internal evaluations, including assignments, quizzes, presentations, class participation, group projects, and internal tests. Each CO is carefully mapped to various tasks aligned for the students during the curriculum delivery, to ensure targeted evaluation. Internal tests are designed to align directly with the intended COs, while assignments encourage students to deepen their understanding, explore solutions, and reinforce the desired learning outcomes. Based on students' performance, CO attainment levels are categorized as low, moderate, or high, facilitating precise measurement and analysis. Indirect Assessment Indirect assessment is carried out through feedback from key stakeholders, including alumni, employers, and industry partners, as well as through student performance indicators such as placements, internships, and enrollment in higher education programs. Additionally, the achievements of university toppers and students excelling in various academic and co-curricular programs provide valuable insights into the attainment of both Course Outcomes (COs) and Program Outcomes (POs). This structured and systematic evaluation process ensures continuous improvement of academic programs while fostering a holistic approach to student development. It underscores the institution's commitment to maintaining academic excellence and preparing students for future success.** |
| **20.Distance education/online education:** |
| **Not Applicable** |

# Extended Profile

## 1.Programme

1.1            **234**

Number of courses offered by the institution across all programs during the year

| File Description | Documents |
|---|---|
| Data Template | [View File](#) |

## 2.Student

2.1                                                              **3066**

Number of students during the year

| File Description | Documents |
|---|---|
| Institutional Data in Prescribed Format | <u>View File</u> |

2.2                                                              **465**

Number of seats earmarked for reserved category as per GOI/ State
Govt. rule during the year

| File Description | Documents |
|---|---|
| Data Template | <u>View File</u> |

2.3                                                              **792**

Number of outgoing/ final year students during the year

| File Description | Documents |
|---|---|
| Data Template | <u>View File</u> |

**3.Academic**

3.1                                                              **122**

Number of full time teachers during the year

| File Description | Documents |
|---|---|
| Data Template | <u>View File</u> |

3.2                                                              **62**

Number of sanctioned posts during the year

# Extended Profile

## 1.Programme

| 1.1 Number of courses offered by the institution across all programs during the year | **234** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | <span style="text-align:center">View File</span> |

## 2.Student

| 2.1 Number of students during the year | **3066** |
|---|---|

| File Description | Documents |
|---|---|
| Institutional Data in Prescribed Format | <span style="text-align:center">View File</span> |

| 2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year | **465** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | <span style="text-align:center">View File</span> |

| 2.3 Number of outgoing/ final year students during the year | **792** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | <span style="text-align:center">View File</span> |

## 3.Academic

| 3.1 Number of full time teachers during the year | **122** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | <span style="text-align:center">View File</span> |

| 3.2 Number of sanctioned posts during the year | **62** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | <u>View File</u> |

| **4.Institution** | |
|---|---|
| 4.1 Total number of Classrooms and Seminar halls | **48** |
| 4.2 Total expenditure excluding salary during the year (INR in lakhs) | **2242** |
| 4.3 Total number of computers on campus for academic purposes | **1182** |

# Part B

**CURRICULAR ASPECTS**

**1.1 - Curricular Planning and Implementation**

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

The institute ensures the effective implementation of the CCS University curriculum across all programs through a structured academic calendar encompassing curricular, co-curricular, and extracurricular activities. Periodic meetings between faculty and Heads of Departments (HoDs), faculty-specific timetables, and intra-departmental reviews enhance pedagogy and teaching quality. Comprehensive lecture plans, supplemented with references and e-resources, are meticulously prepared to ensure high-quality education.

Newly admitted students are oriented through a Pre-Orientation Program covering institutional facilities, rules, and activities. Bridge classes align academic levels, while periodic unit tests, assignments, projects, and continuous internal assessment (CIA) track and enhance student progress. Practical exposure is ensured through guest lectures, workshops, study tours, internships, and industrial visits, with extensive use of ICT tools for effective

teaching.

Special initiatives, including UGC-sponsored Career-Oriented Courses, soft skills programs, and remedial classes, address the needs of both slow and advanced learners. Mentor-mentee schemes and regular mentoring sessions focus on resolving academic, social, and financial challenges, fostering holistic development. Strategic planning meetings with the IQAC and Academic Advisory Council address curriculum gaps, while seminars, conferences, and workshops strengthen industry-academia collaboration. Structured stakeholder feedback drives continuous curriculum refinement, underscoring the institute's commitment to delivering quality education and fostering student success.

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |
| Link for Additional information | https://other.imsuc.ac.in/flp/ |

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

The institution strictly follows the academic calendar set by the University, including provisions for Continuous Internal Evaluation (CIE). Department's Head of each program prepares the academic calendar in consultation with the IQAC well before the semester begins. The Head of Department allocates courses to faculty members based on their preferences, expertise, and areas of interest. Faculty members prepare detailed Lecture Plans and Video Lectures in advance, which are made accessible to students before the semester begins.

Students are briefed about the continuous evaluation process, and internal exams are conducted by the University's affiliated institutes. The timetable in charge of each department designs the timetable, which is shared via email and displayed on respective departmental notice boards.

The academic calendar also includes the schedule for all examinations, with specific slots for Mid term Examinations. Course instructors announce the syllabus and provide a question bank for the examinations, ensuring students are well-informed. This structured approach supports effective academic planning and delivery, keeping students and faculty aligned with institutional

**goals.**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](View File) |
| Link for Additional information | https://naac.imsuc.ac.in/2023-2024/1/1.1.2 F.pdf |

**1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University  Setting of question papers for UG/PG programs  Design and Development of Curriculum for Add on/ certificate/ Diploma Courses  Assessment /evaluation process of the affiliating University**

**B. Any 3 of the above**

| File Description | Documents |
|---|---|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | [View File](View File) |
| Any additional information | [View File](View File) |

**1.2 - Academic Flexibility**

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

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

**01**

| File Description | Documents |
|---|---|
| Any additional information | [View File](View File) |
| Minutes of relevant Academic Council/ BOS meetings | [View File](View File) |
| Institutional data in prescribed format (Data Template) | [View File](View File) |

**1.2.2 - Number of Add on /Certificate programs offered during the year**

**1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)**

**23**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Brochure or any other document relating to Add on /Certificate programs | View File |
| List of Add on /Certificate programs (Data Template ) | View File |

**1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year**

**1530**

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

## 1.3 - Curriculum Enrichment

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

**The institute integrates a wide range of courses into its curriculum to address critical cross-cutting issues, including professional ethics, gender, human values, environment, and sustainability. Faculty members actively promote awareness of these topics through classroom discussions and co-curricular initiatives. University-prescribed courses addressing these themes are incorporated into all departments. Additionally, the institute conducts activities focusing on gender equality, environmental sustainability, human values, and professional ethics, fostering sensitivity and awareness among students. Professional ethics, covering both personal and corporate standards, is emphasized alongside personality development programs to enhance students' conduct and professional readiness.**

As a co-educational institution, the college prioritizes gender-related concerns through a Grievance Redressal Cell and a Women's Cell, including an internal complaints committee to address sexual harassment and related issues. To uphold human values, the institute adheres to government regulations by maintaining an anti-ragging cell and a discipline committee.

Environmental sensitivity is central to student development. The IMS Greens Club conducts regular initiatives like plantation drives, cleanliness campaigns, and conservation programs. The curriculum incorporates subjects such as Bioethics, Biosafety, Environmental Biotechnology, and Environmental Studies, as prescribed by CCS University, to further instill ecological responsibility.

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | View File |

**1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year**

159

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Programme / Curriculum/ Syllabus of the courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | View File |
| MoU's with relevant organizations for these courses, if any | View File |
| Institutional Data in Prescribed Format | View File |

### 1.3.3 - Number of students undertaking project work/field work/ internships

**1739**

| File Description | Documents |
|---|---|
| Any additional information | <div align="center">View File</div> |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | <div align="center">View File</div> |

## 1.4 - Feedback System

### 1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni

**A. All of the above**

| File Description | Documents |
|---|---|
| URL for stakeholder feedback report | <div align="center">https://naac.imsuc.ac.in/2023-2024/1/1.4.1-1.4.2Summary-Feedback-Final-(AcademicYear2023-2024).pdf</div> |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management | <div align="center">View File</div> |
| Any additional information | <div align="center">View File</div> |

### 1.4.2 - Feedback process of the Institution may be classified as follows

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

| File Description | Documents |
|---|---|
| Upload any additional information | <div align="center">View File</div> |
| URL for feedback report | <div align="center">https://naac.imsuc.ac.in/2023-2024/1/1.4.1-1.4.2Summary-Feedback-Final-(AcademicYear2023-2024).pdf</div> |

## TEACHING-LEARNING AND EVALUATION

## 2.1 - Student Enrollment and Profile

### 2.1.1 - Enrolment Number Number of students admitted during the year

### 2.1.1.1 - Number of students admitted during the year

**1117**

| File Description | Documents |
|---|---|
| Any additional information | <div align="center">View File</div> |
| Institutional data in prescribed format | <div align="center">View File</div> |

### 2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

### 2.1.2.1 - Number of actual students admitted from the reserved categories during the year

**343**

| File Description | Documents |
|---|---|
| Any additional information | <div align="center">View File</div> |
| Number of seats filled against seats reserved (Data Template) | <div align="center">View File</div> |

## 2.2 - Catering to Student Diversity

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

**The Institute follows a structured process to identify and support slow, average, and advanced learners, ensuring personalized attention and academic growth. The process begins with a Pre-Mid Term Assessment that evaluates students based on class participation, quizzes, assignments, and group projects. Based on their performance, students are categorized as slow learners (below 60%), average learners (60-70%), and advanced learners (above 70%). Remedial classes are scheduled before and after the mid-term to help slow learners bridge their learning gaps.**

**Slow learners receive regular mentoring, remedial classes, and subject-specific tests to address knowledge deficiencies. They are provided with solved university question papers, question banks, and exam strategies to boost their confidence and improve performance.**

**Average learners are encouraged to bridge gaps through Buddy mentoring sessions, remedial sessions, participation in inter-college competitions, and consulting sessions with faculty and mentors for career guidance.**

**Advanced learners engage in high-level activities, such as enrolling in NPTEL, SWAYAM, and Coursera courses, undertaking research projects, securing industry-sponsored internships, and participating in seminars and technical events. They are also encouraged to take on leadership roles, interact with subject experts, and participate in conferences.**

**Additional initiatives, such as problem-solving classes and remedial assessments conducted before end-term exams, ensure comprehensive academic support for all learners, fostering their success and holistic development.**

| File Description | Documents |
|---|---|
| Paste link for additional information | https://naac.imsuc.ac.in/2023-2024/2/2.2.1_Manual-SPS-allDepartments.pdf |
| Upload any additional information | View File |

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

| Number of Students | Number of Teachers |
|---|---|
| 3066 | 122 |

| File Description | Documents |
|---|---|
| Any additional information | View File |

## 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

**IMS Ghaziabad uses student-centric teaching methods like experiential, participative, and problem-solving to engage students, making the learning process interactive, practical, and impactful.**

**Experiential learning activities, such as industrial visits, internships, project based learning, collaboration with industries**

and field projects bridge the gap between theoretical concepts and real-world applications. They provide hands-on experience, fostering critical thinking and decision-making skills.

Participative learning methods like group discussions, workshops, and peer-to-peer activities promote teamwork, communication skills, and collaborative problem-solving, fostering a more effective learning environment.

Problem-solving methodologies like case studies, live projects, remedial classes, foundation classes, and brainstorming sessions help students analyse complex situations, identify challenges, and propose practical solutions, preparing them for real-world scenarios.

Faculty use ICT-enabled teaching methods, reflective journals, presentations, group assignments, book review series, and group exercises in BBA and MIB to enhance learning experiences, enhance life skills, and promote problem analysis. In addition, Students in Computer Science, Journalism, and Bioscience engage in hackathons, coding challenges, Interactive Newsroom Simulation systems, and hands-on learning initiatives to enhance their skills.

The institute fosters academic excellence and holistic development by utilizing student-centric approaches, providing students with knowledge, skills, and confidence for professional and personal success.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Link for additional information | [https://naac.imsuc.ac.in/2023-2024/2/2.3.1_SEED.pdf](https://naac.imsuc.ac.in/2023-2024/2/2.3.1_SEED.pdf) |

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

The Instituteembraces ICT-enabled teaching and learning tools to provide students with a modern and technology-driven educational experience. Online teaching facilities, including virtual classrooms and video conferencing platforms, allow for interactive lectures, real-time discussions, and online assessments, ensuring learning is accessible and flexible. The campus features well-

equipped computer laboratories, studio and channel where students gain hands-on experience with the latest software, programming tools, and applications, fostering technical proficiency and innovation.

The digital library at institute provides access to a vast collection of e-books, research journals, and academic databases, ensuring students and faculty can access quality resources anytime, anywhere. The implementation of Learning Management Systems streamlines the management and organization of digital resources, making them readily available while promoting collaboration and efficiency in academic processes. Reliable high-speed internet connectivity, LAN, and campus-wide Wi-Fi provide uninterrupted access to global information and online platforms, empowering students to stay connected.

Additionally, the use of specialized software enhances learning across disciplines, ensuring students develop industry-relevant skills. ICT-enabled classrooms, equipped with smart boards, projectors, and multimedia tools, create an engaging and interactive learning environment. These advanced ICT tools at the institute ensure students are well-prepared to meet the demands of the digital age.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | [View File](#) |

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

**2.3.3.1 - Number of mentors**

122

| File Description | Documents |
|---|---|
| Upload, number of students enrolled and full time teachers on roll | View File |
| Circulars pertaining to assigning mentors to mentees | View File |
| Mentor/mentee ratio | View File |

## 2.4 - Teacher Profile and Quality

## 2.4.1 - Number of full time teachers against sanctioned posts during the year

**122**

| File Description | Documents |
|---|---|
| Full time teachers and sanctioned posts for year (Data Template) | View File |
| Any additional information | View File |
| List of the faculty members authenticated by the Head of HEI | View File |

## 2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

## 2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

**49**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template) | View File |

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

## 2.4.3.1 - Total experience of full-time teachers

| File Description | Documents |
|---|---|
| Any additional information | View File |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | View File |

## 2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

**The Institute's vigorous and continuous assessment process ensures consistent evaluation of academic competence, introduced during orientation. Examination details are effectively communicated through the website, calendars, notices, emails, circulars, and WhatsApp, ensuring students remain well-informed about procedures.**

**The Examination authorities organize internal examinations in the mid semester once around fifty percent of the syllabus is completed. All examination related information like date sheet and guidelines are well circulated among students through all effective communication mediums. ERP-generated admit cards are issued, ensuring a smooth and transparent examination process. Evaluated answer sheets are shown to the students within 15 days of the examination for the timely feedback by the concerned faculty, and results are declared within 21 days of the examination.**

**The internal assessment structure allocates 25 marks across all programs (except Biosciences Undergraduate program), with 15 marks for exams and 10 marks for teacher assessments through quizzes, assignments, presentations, and attendance. M.Sc. Biotechnology follows a distinct model with 50 marks, distributed across internal exam (30), attendance (10), and teacher assessments (10).**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Link for additional information | https://naac.imsuc.ac.in/2023-2024/2/2.5.1 Examination-Policy.pdf |

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

The Institute has established a robust and transparent grievance redressal mechanism as outlined in its examination policy. Students can raise their grievances through a defined process, ensuring timely action by the Examination authorities to address and resolve issues.

Grievances may arise due to issues in downloading admit cards, question paper concerns, marks in the evaluated answer sheets. Any grievance if reported during an examination, immediate action is taken by the Controller of Examination. For grievances related to non-eligibility or inability to appear for internal exams, the issue is verified with the respective department, and necessary actions are promptly implemented.

Students with grievances related to marks can connect with the concerned faculty immediately. If the issue do not get resolved at that level then the student can apply for revaluation within three days to the Head of the Department via ERP. If required the paper is re-evaluated, and the final results are published within twenty one days of the examination.

Additionally, students can provide feedback regarding the internal examination process using the suggestion box. This structured mechanism ensures that grievances are addressed effectively, fostering transparency, accountability, and continuous improvement in the examination system.

| File Description | Documents |
|---|---|
| Any additional information | [View File](#) |
| Link for additional information | https://naac.imsuc.ac.in/2023-2024/2/Internal-Marks-Links.pdf |

## 2.6 - Student Performance and Learning Outcomes

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

Institute follows an Outcome based education approach and has well defined POs and COs as the part of the OBE Manual, which is displayed on the Institute's website and made accessible through departments and the library. The POs and COs are well communicated to the students via lecture plans also.

POs outline the core competencies students are expected to achieve upon completing their programs, including subject expertise along with critical thinking, ethical behavior, and environmental awareness. The BAJMC Program follows POs defined by the University's Board of Studies, while POs for other programs are developed in-house through the panel of experts (Academic council).

COs specify the knowledge and skills students gain from individual courses, reflecting the University's curriculum and supporting overall POs. Institute has the policy of reviewing COs in every session to incorporate the learning gaps and foster continuous improvement. Faculty members design COs in their areas of expertise, reviewed and refined during Academic Review Meetings to ensure relevance and practicality.

Program Outcomes (POs) and Course Outcomes (COs) are designed to align with the Institute's Vision and Mission, ensuring students are well-equipped to contribute meaningfully to society.This structured approach enables students and stakeholders to track academic progress and ensures alignment with institutional goals of producing socially responsible and professionally competent individuals.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for Additional information | [https://www.imsuc.ac.in/obe-manual.php](https://www.imsuc.ac.in/obe-manual.php) |
| Upload COs for all Programmes (exemplars from Glossary) | [View File](#) |

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

The assessment process for Course Outcomes (COs) is conducted through internal evaluations, including assignments, quizzes, presentations, class participation, group projects, and internal tests. Each CO is carefully mapped to various tasks aligned for the students during the curriculum delivery, to ensure targeted evaluation. Internal tests are designed to align directly with the intended COs, while assignments encourage students to deepen their understanding, explore solutions, and reinforce the desired learning outcomes. Based on students' performance, CO attainment levels are categorized as low, moderate, or high, facilitating precise measurement and analysis.

**Indirect Assessment**

**Indirect assessment is carried out through feedback from key stakeholders, including alumni, employers, and industry partners, as well as through student performance indicators such as placements, internships, and enrollment in higher education programs. Additionally, the achievements of university toppers and students excelling in various academic and co-curricular programs provide valuable insights into the attainment of both COs and Program Outcomes (POs). This structured and systematic evaluation process ensures continuous improvement of academic programs while fostering a holistic approach to student development. It underscores the institution's commitment to maintaining academic excellence and preparing students for future success.**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for Additional information | https://naac.imsuc.ac.in/2023-2024/2/Attainment-Document.pdf |

## 2.6.3 - Pass percentage of Students during the year

## 2.6.3.1 - Total number of final year students who passed the university examination during the year

**792**

| File Description | Documents |
|---|---|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | [View File](#) |
| Upload any additional information | [View File](#) |
| Paste link for the annual report | https://naac.imsuc.ac.in/2023-2024/2/Annual-Report-2023-24.pdf |

## 2.7 - Student Satisfaction Survey

## 2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

**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 year (INR in Lakhs)**

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

**345000**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| e-copies of the grant award letters for sponsored research projects /endowments | View File |
| List of endowments / projects with details of grants(Data Template) | View File |

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

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

**02**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Institutional data in prescribed format | View File |

**3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year**

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

**345000**

| File Description | Documents |
|---|---|
| List of research projects and funding details (Data Template) | View File |
| Any additional information | View File |
| Supporting document from Funding Agency | View File |
| Paste link to funding agency website | http://laterra.in/ |

## 3.2 - Innovation Ecosystem

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

The Institute has implemented initiatives to foster entrepreneurship and innovation as key drivers of economic growth. Educational institutions play a vital role in nurturing an entrepreneurial mindset, supported by platforms like E-Cells, IPR Cells, and Innovation and Incubation Centers (IICs), alongside national programs such as NISP, YUKTI and KAPILA.

The E-Cell inspires students to embrace entrepreneurship by conducting startup conclaves, awareness camps, and offering exposure to real-world challenges through seminars and conferences. This helps students develop critical thinking and problem-solving skills essential for entrepreneurial success. The IPR Cell raises intellectual property rights (IPR) awareness, guiding students and faculty in patentable work and facilitating the patent filing process through workshops and seminars.

The IIC further engages students and faculty in ideation, design thinking, and project management, addressing challenges in higher education institutions. It offers structured programs at pre-incubation and incubation stages to stabilize innovation ecosystems. National policies like NISP promote student-driven innovations, intra-institutional collaboration, and entrepreneurial ecosystems. Initiatives like KAPILA and YUKTI enhance IP awareness, provide financial support for patent filing and foster innovation through mentorship and investor connections.

These initiatives collectively equip students and faculty with resources to transform ideas into successful ventures, fostering a robust culture of innovation.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | [https://naac.imsuc.ac.in/2023-2024/3/Summary-3.2.1Additional-information.pdf](https://naac.imsuc.ac.in/2023-2024/3/Summary-3.2.1Additional-information.pdf) |

**3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year**

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

05

| File Description | Documents |
|---|---|
| Report of the event | [View File](#) |
| Any additional information | [View File](#) |
| List of workshops/seminars during last 5 years (Data Template) | [View File](#) |

**3.3 - Research Publications and Awards**

**3.3.1 - Number of Ph.Ds registered per eligible teacher during the year**

**3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year**

02

| File Description | Documents |
|---|---|
| URL to the research page on HEI website | [https://www.imsuc.ac.in/research-cell.php](https://www.imsuc.ac.in/research-cell.php) |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template) | [View File](#) |
| Any additional information | [View File](#) |

**3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year**

**3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year**

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

### 3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

### 3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year

36

| File Description | Documents |
|---|---|
| Any additional information | [View File](#) |
| List books and chapters edited volumes/ books published (Data Template) | [View File](#) |

## 3.4 - Extension Activities

3.4.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

The Institute organizes various extension activities in the local community to create sustainable change, sensitize students to social issues and foster good citizenship, moral values, community service and holistic development.

The Student Social Responsibility Club and the National Service Scheme (NSS) play a pivotal role in these initiatives. Activities include visits to nearby slum areas and Village Dasna and Meharoli of district ghaziabad, to promote cleanliness and environmental awareness, social awareness rallies on water conservation, and participation in the Swachh Bharat Abhiyan through campus cleaning, tree plantation, and awareness programs. Additionally, the college conducts an annual warm clothes donation drive and blood donation camp. Programs centered on women empowerment, Beti Bachao Beti Padhao and girl child feticide awareness are also celebrated. Students enthusiastically engage in inter-college competitions on social themes, including debates, essays, quizzes,

poster making and extempore.

The impact of these efforts is evident in the achievements of alumni. For example, alumni from the School of Biosciences actively educate underprivileged children through initiatives like Swavlamban at Usman nagar, Dasna. Notable alumni include Farma Mallik (Batch 2016-19), who runs "Chalk Talk Tutorials" with 151K subscribers and over 15 million views, and Shashank Siwal (Batch 2021-24), engaged in ARCH Foundation, which focus on social upliftment. These efforts highlight the institution's dedication to community engagement and holistic development.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://www.imsuc.ac.in/nss.php |
| Upload any additional information | View File |

**3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year**

**3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year**

**03**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Number of awards for extension activities in last 5 year (Data Template) | View File |
| e-copy of the award letters | View File |

**3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., ( including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs ) during the year**

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

**11**

| File Description | Documents |
|---|---|
| Reports of the event organized | View File |
| Any additional information | View File |
| Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template) | View File |

**3.4.4 - Number of students participating in extension activities at 3.4.3. above during year**

**3.4.4.1 - Total number of Students participating in extension activities conducted  in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year**

**1178**

| File Description | Documents |
|---|---|
| Report of the event | View File |
| Any additional information | View File |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | View File |

**3.5 - Collaboration**

**3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year**

**3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year**

**780**

| File Description | Documents |
|---|---|
| e-copies of related Document | View File |
| Any additional information | View File |
| Details of Collaborative activities with institutions/industries for research, Faculty | View File |

**3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year**

**3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year**

**12**

| File Description | Documents |
|---|---|
| e-Copies of the MoUs with institution./ industry/corporate houses | View File |
| Any additional information | View File |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | View File |

**INFRASTRUCTURE AND LEARNING RESOURCES**

**4.1 - Physical Facilities**

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

The Institute of Management Studies, Ghaziabad, spans 18,480 square meters and offers world-class infrastructure. Its five-story academic building is fully air-conditioned and equipped with hygienic restrooms, providing a comfortable and modern learning environment.

The campus features state-of-the-art facilities, including seminar halls, conference rooms, counseling rooms, and an auditorium. The institute has smart classrooms for the UG as well as the PG programs. The Department of IT is equipped with advanced laboratories featuring high-performance computers, supporting hands-on learning and technological innovation. The bio-sciences laboratories are equipped with PCR, Gel Doc, Fermenter, ELISA reader, Laminar Air Flow system and other basic instruments.The institute has its'Campus Radio' and Expression studioto provide a professional training platform to achieve greater heights.

Sports and fitness are prioritized with well-maintained football and cricket grounds, along with facilities for indoor games like chess and table tennis. Hostels emphasize health and wellness by offering dedicated yoga and meditation spaces, as well as separate

**gyms for men and women.**

**Additionally, the Expression Studio and auditorium serve as vibrant hubs for creative and cultural activities.**

**IMS Ghaziabad exemplifies excellence in infrastructure, seamlessly blending academic, physical, and creative facilities to foster holistic growth and development.**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | https://naac.imsuc.ac.in/2023-2024/4/4.1.1 Web-Link.pdf |

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

**Sports Facilities:**

**The institution provides extensive sports facilities, including a well-maintained multi-purpose ground for outdoor activities such as football, cricket, and other sports. Courts for basketball and badminton are also available, along with indoor game facilities for chess and table tennis. Separate gyms for men and women are located within the hostels, equipped with modern fitness equipment like treadmills, weight machines, and free weights to meet diverse fitness needs. Additionally, a dedicated space for yoga and meditation promotes relaxation and mental well-being. All facilities are regularly maintained to ensure their availability and functionality.**

**Cultural Infrastructure:**

**The institution supports cultural activities with an auditorium (that includes a Green Room & Program Control Room), an Open Ground and Atrium for hosting large-scale events. The Expression Studio further enhances the cultural infrastructure by providing logistical support for organizing cultural programs, fostering creativity and artistic expression.**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://naac.imsuc.ac.in/2023-2024/4/4.1.2 Web-Link.pdf |

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

48

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://naac.imsuc.ac.in/2023-2024/4/4.1.3 Web-Link.pdf |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

### 4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

### 4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

2242

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Upload audited utilization statements | View File |
| Upload Details of budget allocation, excluding salary during the year (Data Template | View File |

## 4.2 - Library as a Learning Resource

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

An Integrated Library Management System (ILMS) is used to automate the library. KOHA software was implemented at IMS UCC Ghaziabad, with MAP Systems installed on April 08, 2023. KOHA is a fully integrated software package covering all aspects of library management.

The library is fully automated and versatile, generating reports required for daily operations. The holdings can be searched using OPAC (Online Public Access Catalog).

Nature of Automation:Fully Automated

KOHA Version:21.11.03.000

The library offers internet access to e-resources, and usage is tracked through a register in the reference section. The circulation section is widely used by students, and many faculty members also access the library's resources.

As a DELNET member, the library provides access to national and international e-books and e-journals. It maintains journals, project reports, question papers, and syllabuses.

A high-end CANON machine offers copying, scanning, and printing services. The library follows an open access policy, allowing easy access to all documents.

KOHA is multilingual, multi user, and multitasking, reducing overhead costs while ensuring efficient management. Key features include:

- Classification of Members
- Book Acquisition and Maintenance
- Cataloging (management of accession number system)
- Web OPAC
- Issue/Return or Renewals from a single window
- Book Listing

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for Additional Information | https://naac.imsuc.ac.in/2023-2024/4/4.2.1 Web-Link.pdf |

**4.2.2 - The institution has subscription for the** `A. Any 4 or more of the above`
**following e-resources e-journals e-**
**ShodhSindhu Shodhganga Membership e-**
**books Databases Remote access to e-resources**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | View File |

**4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)**

**4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)**

`9.95`

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Audited statements of accounts | View File |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

**4.2.4 - Number per day usage of library by teachers and students ( foot falls and login data for online access) (Data for the latest completed academic year)**

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

`159`

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Details of library usage by teachers and students | View File |

**4.3 - IT Infrastructure**

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

The campus has a top-notch Next Generation Network (NGN) Wi-Fi system installed. The newest Wi-Fi equipment from the Cisco brand is deployed on campus. The primary WLC+ (Wi-Fi LAN Controller) on campus is an AIR-CT3504-series K9 model that can manage nearly sixty Wi-Fi devices at once. There are now twenty-eight (28) Cisco brand access points with model number AIR-AP18521-D K9 installed. It is an 802.11ac, Wave 2 Access Point device with 1 GB RAM and 256 MB Flash. The entire campus is Wi-Fi enabled, including the academic cubicles on the top floor. Users of the Wi-Fi facility may access the internet as either students or professors and staff personnel.

The Institute has 700 Mbps of bandwidth. There are 46 classrooms on campus, and every one of them is nicely furnished with faculty projectors for use as instructional aids. In four computer labs, one in each of the IQAC rooms, conference room, auditorium, and seminar hall, there are four more projectors installed. On campus, there are 242 CCTV cameras installed, and there are an additional 40 cameras in the dorm. The classrooms contain audio-visual equipment and CCTV.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File]() |
| Paste link for additional information | [https://naac.imsuc.ac.in/2023-2024/4/4.3.1 WebLink.pdf]() |

## 4.3.2 - Number of Computers

**1252**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File]() |
| List of Computers | [View File]() |

## 4.3.3 - Bandwidth of internet connection in the Institution

**A. ? 50MBPS**

| File Description | Documents |
|---|---|
| Upload any additional Information | View File |
| Details of available bandwidth of internet connection in the Institution | View File |

## 4.4 - Maintenance of Campus Infrastructure

### 4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

### 4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)

**1215**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Audited statements of accounts | View File |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View File |

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

- **The institute follows a well-defined policy for maintaining and utilizing its physical and academic facilities, adhering to UGC guidelines. The campus is managed by the Maintenance Team comprising Chief Administrative Officers, Electricians, Plumbers, and other supervisory staff. Housekeeping and Security services are outsourced but supervised by the Maintenance Team. Classrooms and laboratories are well-maintained, with RO water provided on all floors. Annual budgets are prepared based on departmental requirements, forwarded by department heads, consolidated by the Director, and approved by management. The procurement process involves quotations from vendors, ensuring cost-effective purchases.**

- **Classrooms are managed with proper systems and procedures**

recommended by the Management and University. Stock verification, cleaning, and maintenance of assets are conducted regularly. Civil work, furniture replenishment, electrical repairs, and plumbing maintenance are carried out annually.

- As the institute houses Computer Science and Bio-Sciences Departments, laboratory policies form the core of operations.

    - Regular maintenance of computers (hardware and software) and scientific instruments.
    - Installation and maintenance of fire safety measures.
    - Annual stock verification and follow-up actions by respective departments.

- The library operates in five sections—Acquisition, Circulation, Serial, Reference, and ICT/Digital—ensuring smooth functioning. Purchases are based on course requirements, and outdated materials are weeded regularly. Utilization statistics guide the collection development policy.

- The Sports Committee oversees the maintenance of sports grounds and equipment. Outdoor courts are cleaned professionally every 12–18 months. Playing materials are used efficiently and replaced when worn out. Regular disinfection and waste management ensure hygiene and safety.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | https://naac.imsuc.ac.in/2023-2024/4/4.4.2 WebLink.pdf |

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

### 5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

**5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year**

96

| File Description | Documents |
|---|---|
| Upload self attested letter with the list of students sanctioned scholarship | View File |
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | View File |

**5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year**

**5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year**

3099

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | View File |

**5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills**

A. All of the above

| File Description | Documents |
|---|---|
| Link to Institutional website | https://naac.imsuc.ac.in/2023-2024/5/5.1.3 aditional-doc.pdf |
| Any additional information | View File |
| Details of capability building and skills enhancement initiatives (Data Template) | View File |

**5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year**

**427**

**5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year**

**427**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template) | View File |

**5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees**

**A. All of the above**

| File Description | Documents |
|---|---|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View File |
| Upload any additional information | View File |
| Details of student grievances including sexual harassment and ragging cases | View File |

## 5.2 - Student Progression

## 5.2.1 - Number of placement of outgoing students during the year

## 5.2.1.1 - Number of outgoing students placed during the year

**272**

| File Description | Documents |
|---|---|
| Self-attested list of students placed | View File |
| Upload any additional information | View File |
| Details of student placement during the year (Data Template) | View File |

## 5.2.2 - Number of students progressing to higher education during the year

## 5.2.2.1 - Number of outgoing student progression to higher education

**109**

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

## 5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

**5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year**

**46**

| File Description | Documents |
|---|---|
| Upload supporting data for the same | View File |
| Any additional information | View File |
| Number of students qualifying in state/ national/ international level examinations during the year (Data Template) | View File |

**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 year**

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

**21**

| File Description | Documents |
|---|---|
| e-copies of award letters and certificates | View File |
| Any additional information | View File |
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template) | View File |

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

**Student Engagement and Leadership Development**

**The institute provides numerous opportunities for students to**

engage in administrativeand extracurricular activities. Students develop leadership qualities that enable them to become more responsible and prepare them for future leadership roles.

Platforms for All-rounded Growth & Education

1. Class Representative (CR) and Academic Representative (AR):

Students are nominated for these roles under the guidance of a faculty counselor. CRs and ARs act as a bridge between students and faculty, ensuring that suggestions of students are communicated to the administration.

2. Club Executives:

• Club Structure: The Institute has various clubs catering to student interests, such as sports, cultural activities, and academic pursuits.

• Roles: Selected students assume roles like President, Vice President, and Secretary. The roles within these clubs are crucial for developing organizational skills, teamwork and leadership abilities among students.

3. Institute Committees:

• Participation in Committee: Students are also members of important institutional committees like the Internal Complaint Committee, Anti-Ragging Committee, and Minority Committee. In these committees, students have a responsibility to ensure a safe and inclusive environment.

Placement Committee and Career Pathway Club: Students are also sent for YI, GMA and AIMA conventions to understand the changing industry and shift gear in the skills accordingly.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://www.imsuc.ac.in/clubs-cells-ims-ghaziabad.php |
| Upload any additional information | View File |

**5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)**

**5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year**

16

| File Description | Documents |
|---|---|
| Report of the event | View File |
| Upload any additional information | View File |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template) | View File |

## 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

Alumni plays a Vital role in the professional growth of the students:

1. Guidance and Mentorship:

- Alumni mentor students, particularly in entrepreneurial endeavors, guiding them through the challenges and opportunities to run a business and gain real-world experience.

1. Networking Opportunities:

   - Alumni networks provide students with opportunities to connect with professionals in their fields, which help them with Internship and Placements.

3. Alumni Talks and Workshops:

- Alumni frequently host workshops, sharing their knowledge and experiences with students. These events are tailored to both graduate and undergraduate programs, ensuring students

at all levels benefit from the alumni's insights.

**4. Assisting in Student Recruitment:**

- Alumni actively participate in recruitment drives, helping the institute to attract talent from various Organizations. Their involvement highlights the strength of the alumni network and its commitment to the institute's growth.

**5. Guidance on Competitive Examinations:**

- Alumni regularly visit the institute to offer guidance on opportunities and help students to prepare for competitive exams. Their support helps students to aspire academically and professionally.

**6. Alumni talks for Placement readiness:** With 40,000+ Alumni at good companies guiding students on placement interviews, the company's Job description enhances the chance of selection of the students in various companies.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://alumni.imsgroup.ac.in/ |
| Upload any additional information | View File |

**5.4.2 - Alumni contribution during the year (INR in Lakhs)**    A. ? 5Lakhs

| File Description | Documents |
|---|---|
| Upload any additional information | View File |

**GOVERNANCE, LEADERSHIP AND MANAGEMENT**

**6.1 - Institutional Vision and Leadership**

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

The governance of the Institute exemplifies its vision and mission, which are deeply rooted in the teachings of the Bhagavad

Gita. The guiding principle, "Karmanye Vadhikaraste Ma Phaleshu Kadachana," emphasizes selfless service and ethical conduct. This philosophy permeates all institutional practices, ensuring the creation of responsible citizens committed to societal welfare and national development.

Governance at the institute is strategically aligned with its mission to deliver innovative, vibrant, and globally competitive education. The institution fosters multidisciplinary education, skill enhancement, and robust industry collaboration. Leadership prioritizes decentralization and participative management, empowering faculty and staff to engage in shared decision-making. This inclusive approach has fueled sustained institutional growth, evidenced by initiatives that bolster academic excellence, research innovation, and infrastructure development. As a "not for profit" institution, the management's sole focus is on achieving its vision and hence renders all possible moral and financial support for the development.

The institution's short and long-term perspective plans are meticulously crafted to establish a thrust on the basic parameters attaining of quality in Teaching, Learning and Research with the critical mass, demographic diversity, internationalization and international collaborations, cross disciplinary programmes, flexibility and mobility of students, academic freedom, use of IT 24X7 access to information, inter-institutional collaboration and finally enormous thrust on research in diverse disciplines, including Management, IT, Biosciences, and Journalism. Governance at the institute is thus a dynamic embodiment of its vision and mission, cultivating a culture of integrity, dedication, and excellence in education and research.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://www.imsuc.ac.in/mission-and-vision.php |
| Upload any additional information | View File |

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

The Institute cultivates effective leadership through a decentralized and participatory management approach. This framework empowers stakeholders at all levels, fostering a

collaborative and responsive academic environment.

Decentralization delegates authority across different levels, starting with the Governing Body setting strategic directions. Different Committees, comprising diverse stakeholders, focus on institutional growth. There are 4 department heads to monitor and manage the functions of the departments. Departments are empowered to make key decisions, ensuring adaptability

Participative management encourages active involvement from all stakeholders. Academic committees, comprising faculty members, ensure diverse perspectives in academic planning. Student involvement in clubs and cells enhances their leadership skills. Regular consultations provide a platform for open dialogue and suggestions.

This integrated approach enables the Institute to effectively adapt to evolving educational needs, uphold academic excellence, and maintain a cohesive and inclusive institutional environment aligned with its mission and vision.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://naac.imsuc.ac.in/2023-2024/6/6.1.1 SD-IDP.pdf |
| Upload any additional information | View File |

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The Institute has positioned itself to come out with excellence in learning and institutional growth through the overall Strategic Development Plan. The plan has emphasized many key improvement and innovation areas within the institution, making it a leader in higher education.

To enhance Quality Assurance, the Institute emphasizes compliance with NAAC accreditation standards, regular curriculum updates reflecting industry trends, and effective feedback mechanisms. The Faculty and Staff Development initiatives aim at empowering educators through workshops, certifications, and research incentives while attracting globally experienced faculty.

Infrastructure Development focuses on creating modern learning

environments, including state-of-the-art classrooms, AI-driven tools, and expanded student facilities. The institution focuses on Academic Excellence by introducing programs in emerging disciplines like AI and Blockchain and fostering experiential learning through collaborations.

In Collaborations and Linkages, the Institute would strengthen partnerships with leading corporations, establish an incubation center, and offer joint certification programs. The Research and Consultancy agenda includes setting up a dedicated R&D center, promoting live projects with industry, and consultancy opportunities.

The Institute supports students through mentorship, placement training with enhancement, and the strong presence of alumni relations. Sustainability and Outreach features through green campus initiative and the outreach to service project.

More important focuses include digitization, exposure worldwide, nurturing entrepreneurs, and a mental wellbeing center reflect on how the Institute emphasizes total student development, which it balances with a parallel thrust to promote growth institutionally so as not to remain stuck in its stride.

| File Description | Documents |
|---|---|
| Strategic Plan and deployment documents on the website | [View File](#) |
| Paste link for additional information | [https://naac.imsuc.ac.in/2023-2024/6/6.1.1 SD-IDP.pdf](https://naac.imsuc.ac.in/2023-2024/6/6.1.1) |
| Upload any additional information | [View File](#) |

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

The Institution's governance framework is characterized by a hierarchical structure that facilitates consistent and effective decision-making processes. Key administrative positions include the Director, Heads of Departments, and other officers as specified in the institution's statutes. This organizational hierarchy ensures clarity in roles and responsibilities, promoting seamless coordination across departments.

The institution has established several statutory bodies to

oversee its operations, including the Management Committee, Academic Council, IQAC, Research Cell, Hostel Supervision Committee, Library Development Committee, Students Discipline and Monitoring Committee, Anti-ragging Committee, Examination Committee, Women Cell, SC/SC Cell, Grievance Redressal Committee and Board of Studies. Each body functions within a clearly defined scope, contributing to the institution's strategic planning and policy formulation.

Appointment and service rules at the institute are transparent and adhere to regulatory standards, ensuring the recruitment of qualified and competent personnel. The institution also emphasizes faculty empowerment through continuous professional development programs, fostering a culture of excellence and innovation.

Furthermore, the Institute has embraced e-governance in its operations, enhancing efficiency and transparency. The implementation of digital platforms for administrative functions, academic management, and student services reflects the institution's commitment to leveraging technology for improved governance.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://naac.imsuc.ac.in/2023-2024/6/6.2.2 SD.pdf |
| Link to Organogram of the institution webpage | https://naac.imsuc.ac.in/2023-2024/6/Organ ogram-2023-24.pdf |
| Upload any additional information | View File |

**6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination**

A. All of the above

| File Description | Documents |
|---|---|
| ERP (Enterprise Resource Planning)Document | View File |
| Screen shots of user inter faces | View File |
| Any additional information | View File |
| Details of implementation of e-governance in areas of operation, Administration etc(Data Template) | View File |

## 6.3 - Faculty Empowerment Strategies

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

The institution conducts regular performance appraisals for teaching and non-teaching staff, promoting quality improvement through feedback and career development programs.

They are:

- On-duty leaves the facility to faculty and staff members to attend various training programmes and to participate and present papers in seminars.
- 50% Tuition Fee waived off for children of faculty & staff members for pursuing a Programme from the Institute.
- Free Group Medical Insurance.
- Book Bank and Digital Library services are available for faculty & staff members pursuing higher studies (library policy)
- Free transport facility for all employees.
- Gratuities (wherever applicable), Provident Fund (wherever applicable), and all other Government welfare schemes and measures are given.
- Subsidized food facility at mess.
- Maternity Leave for female faculty & staff members
- Annually organized Excursion Trips, Festival Celebrations, Birthday Celebration, and Spiritual mental health for the faculty and staff members
- 12 days of Casual leave and 08 days of Medical leave, 15 Days of Summer Break Leave, 12 Days of Winter Break Leave, 2 Short Leaves, Study Leave (Examination, Evaluation) facility per year to the teaching staff (wherever applicable)
- 12 days of Casual leave and 08 days of Medical leave, 15 Earned Leave (annually), 2 Short Leaves, 2 Restricted

> **Holiday Leaves (RH) per year to the non-teaching staff (wherever applicable)**
- **Health and Wellbeing of the faculty and staff is of prime importance. Efforts are put to keep people stress free and also to make the institution where they willingly contribute to the shared goals.**

| File Description | Documents |
|---|---|
| Paste link for additional information | https://naac.imsuc.ac.in/2023-2024/6/6.3.1 Link.pdf |
| Upload any additional information | View File |

**6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year**

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

**05**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | View File |

**6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year**

**6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year**

**14**

| File Description | Documents |
|---|---|
| Reports of the Human Resource Development Centres (UGCASC or other relevant centres). | View File |
| Reports of Academic Staff College or similar centers | View File |
| Upload any additional information | View File |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | View File |

**6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)**

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

**67**

| File Description | Documents |
|---|---|
| IQAC report summary | View File |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers) | View File |
| Upload any additional information | View File |
| Details of teachers attending professional development programmes during the year (Data Template) | View File |

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

**Faculty Members:**

**Faculty members make an annual self-appraisal report in the prescribed format on their academic, administrative, and research**

contribution during the year. The same is submitted by the Head of the Department to the Dean/Director within the specified time period. The appraisals so made are analyzed by the Head of the Department and thereafter submitted to the Dean/Director for further evaluation. Individual meetings are held with the HoD and Dean/Director to discuss faculty achievements, strengths, areas for improvement, and future goals. Constructive feedback is provided to support career development and institutional alignment. Based on the self-appraisal reports, HoD feedback, and personal interactions, the Director/Dean consolidates recommendations and forwards them to the Management Committee. The Committee reviews and approves the appraisals, impacting promotions, increments, and other benefits.

Non-Teaching Staff:

The self-appraisal report is received every year by non-teaching staff members about contributions towards administrative, technical, or support functions. Their reporting officers or HoDs will submit such reports. Appraisals by HoD and to the Director or Registrar-Appraisal meets with Non-Teaching staff are conducted on their performance for their career development opportunities for upgrading skills. Consolidated appraisals, along with feedback and meeting outcomes, are sent to the Management Committee. The Committee approves appraisals so that it is fair and transparent.

This structured and transparent appraisal system promotes accountability, professional growth, and alignment with institutional goals, fostering a culture of excellence for both teaching and non-teaching staff.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://naac.imsuc.ac.in/2023-2024/6/6.3.1 SDAppraisal-Form2023-24.pdf |
| Upload any additional information | View File |

## 6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The institution has a robust mechanism for conducting regular internal and external financial audits to ensure transparency and

accountability. Qualified internal and external auditors are appointed from reputable external resources to perform these audits. The internal audit is an ongoing, continuous process carried out monthly by ANDROS & Co. (Chartered Accountants). It involves an in-depth examination of financial transactions, vouchers, and records to identify any discrepancies and ensure compliance with established financial protocols.

The external audit is conducted on a quarterly basis in a detailed manner by Maheshwari R & Associates LLP (Chartered Accountants). The external auditors verify and certify the entire income, expenditure, and capital expenditure of the institution annually. They are supported by a dedicated team of staff who meticulously check and verify all vouchers and financial transactions of the year. This ensures that the financial records are accurate, complete, and comply with statutory requirements.

Both internal and external audits are conducted rigorously, and the institution promptly addresses any audit objections through a systematic mechanism. The audit findings are discussed with the management, and necessary corrective measures are implemented to resolve discrepancies effectively.

This dual-layered approach of internal and external audits helps maintain financial discipline and fosters trust among stakeholders. By adhering to regular financial audits, the institution upholds its commitment to transparency, accountability, and efficient financial management.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://naac.imsuc.ac.in/2023-2024/4/4.1.4 audited-utilization-statements.pdf |
| Upload any additional information | View File |

**6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)**

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

400000

| File Description | Documents |
|---|---|
| Annual statements of accounts | [View File](#) |
| Any additional information | [View File](#) |
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) | [View File](#) |

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

**The Management Committee, constituted as per the prescribed guidelines, convenes regularly to formulate strategies for resource mobilization with the consent of the Management. The Committee determines the fee structure for the various programs offered by the institute. By rationalizing the student admission fee structure, the institution successfully addresses recurring expenses while also ensuring sustainable financial management. The funds generated through this process are utilized judiciously for the overall development of the institution, including the construction, upgradation, and maintenance of basic infrastructure.**

**Fee receipts and other financial resources are allocated based on a structured plan, formulated with inputs from the Management Committee, to ensure optimal utilization. For instance, funds required for hosting international conferences are generated from the registration fees collected from participants across the country. Similarly, the institute leverages its academic collaborations to generate additional revenue.**

**One noteworthy example is the fee revenue generated from participants of the NISM (National Institute of Securities Markets) certification course, conducted in collaboration with the Institute of Management Studies, Ghaziabad, and NISM (an educational initiative of SEBI). These funds are effectively utilized for paying faculty salaries and meeting operational expenses associated with running the certification program. By adopting such diverse and strategic approaches, the institution ensures both resource mobilization and optimal utilization, thereby contributing to its holistic development and financial sustainability.**

| File Description | Documents |
|---|---|
| Paste link for additional information | https://naac.imsuc.ac.in/2023-2024/4/4.1.4 audited-utilization-statements.pdf |
| Upload any additional information | View File |

## 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

The Internal Quality Assurance Cell (IQAC) at the institute plays a pivotal role in institutionalizing quality assurance strategies and processes. The IQAC meets regularly to evaluate, strategize, and recommend key quality initiatives for approval by the relevant authorities. Some of its significant contributions include:

- The IQAC prepares and submits the Annual Quality Assurance Report (AQAR) and Self-Study Reports required for various accreditation bodies, including NAAC, NIRF, ARIIA, ISO 9001:2015, and UGC 12B compliance.
- A Performance-Based Appraisal System was institutionalized to ensure career advancement for faculty. Initiatives such as the "Best Teacher Award" were introduced to recognize and reward teaching excellence.
- Comprehensive feedback mechanisms were established to analyze input from stakeholders (students, faculty, parents, and alumni). The feedback was systematically processed, and results were shared transparently with actionable recommendations for improvement.
- Periodic internal academic and administrative audits were conducted to review performance and ensure conformity with institutional objectives. Action Taken Reports (ATRs) were systematically prepared and implemented.
- In alignment with the New Education Policy (NEP) 2020, the curriculum was restructured to prioritize Outcome-Based Education (OBE). Emphasis was placed on skill development through experiential learning, and interdisciplinary approaches in teaching and learning were fostered.
- The IQAC spearheaded initiatives for faculty development, adoption of innovative pedagogy, and integration of ICT tools for enhanced teaching-learning processes.

By embedding these practices, the IQAC has significantly

**contributed to the continual improvement of academic and administrative standards, ensuring the institution remains a leader in quality education and stakeholder satisfaction.**

| File Description | Documents |
|---|---|
| Paste link for additional information | https://naac.imsuc.ac.in/2023-2024/6/6.5.1-SD.pdf |
| Upload any additional information | View File |

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

**The institution has implemented robust quality assurance mechanisms under the Internal Quality Assurance Cell (IQAC) and Academic Monitoring Committee to periodically review and enhance its teaching-learning process, operational structures, and learning outcomes. The following initiatives demonstrate the systematic review process and incremental improvements:**

1. **Academic Audit and Evaluation: Regular academic audits are conducted as per the prescribed norms to ensure adherence to quality standards. These audits include curriculum delivery, teaching methodologies, and evaluation processes.**
2. **Transparency in Assessment: Students are encouraged to participate in the review of their performance through the display and discussion of answer scripts. This approach fosters accountability and provides clarity in assessments.**
3. **Mentoring and Counseling Programs: Monthly mentoring sessions are organized to address academic and personal challenges faced by students, enabling continuous performance improvement.**
4. **Adoption of Best Practices: The institution stays updated on contemporary quality benchmarks by engaging with academic articles, participating in seminars, and conducting inter-institutional visits to reputed A++ grade universities.**
5. **Stakeholder Feedback Mechanism: Feedback from students, faculty, alumni, and employers is systematically analyzed. The insights are shared with relevant stakeholders, and actionable changes are implemented to enhance teaching-learning outcomes.**
6. **Documentation and Dissemination: Programs and activities promoting quality improvement are meticulously documented**

and published on the institutional website, ensuring transparency and accessibility.

7. Outcome-based Review: Periodic reviews of learning outcomes are carried out to assess the effectiveness of pedagogical strategies and curricular reforms. Incremental progress is recorded and celebrated, fostering a culture of continuous improvement.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://naac.imsuc.ac.in/2023-2024/1/1.4.1-1.4.2Summary-Feedback-Final-(AcademicYear2023-2024).pdf |
| Upload any additional information | View File |

**6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

A. All of the above

| File Description | Documents |
|---|---|
| Paste web link of Annual reports of Institution | https://naac.imsuc.ac.in/2023-2024/2/Annual-Report-2023-24.pdf |
| Upload e-copies of the accreditations and certifications | View File |
| Upload any additional information | View File |
| Upload details of Quality assurance initiatives of the institution (Data Template) | View File |

## INSTITUTIONAL VALUES AND BEST PRACTICES

## 7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

The institute is a co-educational institution, which makes it to remain vigilant about different issues related to gender. Several steps and initiatives are taken for gender sensitization and treat all human as an equal entity. The Institutehas the credit of creating gender sensitive environment. The academic ambience promotes sensitivity and respect for each other. All academic and non-academic programmes offered are common to all- irrespective of genders without any bias or reservation. In addition, Awareness and training programmes are conducted on rights, protection from domestic/social violence, and gender sensitivity to all the students at the institute.

Institute ensures the participation of women students in intra and inter-institutional competitions and cultural activities. They are active members of cultural and sports committee of Institution, participate in all cultural festivals and sports competitions, etc.

| File Description | Documents |
|---|---|
| Annual gender sensitization action plan | https://naac.imsuc.ac.in/2023-2024/7/Annual-gender-sensitization-Action-plan.pdf |
| Specific facilities provided for women in terms of:a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | https://naac.imsuc.ac.in/2023-2024/7/Safety-security.pdf |

**7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures   Solar energy   Biogas plant Wheeling to the Grid   Sensor-based energy conservation Use of LED bulbs/ power efficient equipment**

**B. Any 3 of the above**

| File Description | Documents |
|---|---|
| Geo tagged Photographs | View File |
| Any other relevant information | View File |

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management  Waste recycling system Hazardous chemicals and radioactive waste management

**Solid Waste & Garbage collection:**

Garbage collection bins has been placed all over the campus at strategic locations to collect garbage and helps in keeping campus clean and green.

Garbage Disposal system: Segregation of garbage into different categories with classification for Paper, Cloth, Plastic & Food waste and disposing.

**Liquid waste management/Sewage Treatment Plant water recycle**

The Institute is having a Sewage Treatment Plant, as per the process wastewater and sewage are supplied to the primary tank, where the solids and liquids disperse. The resulting liquor flows into the bio zone chamber. In the chamber, a pump airs the waste and encourages friendly bacteria to condense the organic matter. This breaks down and purifies the result.

As it leaves the final waste chamber, the waste leftover is 95% clean and ready for dispersal into Plants.

**E-waste Management & Hazardous Waste Management:**

Maintenance and admin department takes care of waste material such as computers, laptops etc. E-waste is handed over to Resource E waste Solutions Pvt. Ltd. (UKPCB/HO/CON/R-922023/176), which is processed by them as per norms.

**Waste recycling system:**

The institute has installed Sanitary Napkins Disposal Machine where as per the process, the used napkins are continuously putted in the machine and door is closed. After some time, degraded by continuous burning process finally converting into possible ash.

| File Description | Documents |
|---|---|
| Relevant documents like agreements / MoUs with Government and other approved agencies | <u>View File</u> |
| Geo tagged photographs of the facilities | <u>View File</u> |

**7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus**

<span style="color:purple">**B. Any 3 of the above**</span>

| File Description | Documents |
|---|---|
| Geo tagged photographs / videos of the facilities | View File |
| Any other relevant information | View File |

**7.1.5 - Green campus initiatives include**

**7.1.5.1 - The institutional initiatives for greening the campus are as follows:**

<span style="color:purple">**A. Any 4 or All of the above**</span>

1. **Restricted entry of automobiles**
2. **Use of bicycles/ Battery-powered vehicles**
3. **Pedestrian-friendly pathways**
4. **Ban on use of plastic**
5. **Landscaping**

| File Description | Documents |
|---|---|
| Geo tagged photos / videos of the facilities | View File |
| Various policy documents / decisions circulated for implementation | View File |
| Any other relevant documents | View File |

**7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution**

**7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities**

<span style="color:purple">**A. Any 4 or all of the above**</span>

| File Description | Documents |
|---|---|
| Reports on environment and energy audits submitted by the auditing agency | View File |
| Certification by the auditing agency | View File |
| Certificates of the awards received | View File |
| Any other relevant information | View File |

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

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

| File Description | Documents |
|---|---|
| Geo tagged photographs / videos of the facilities | View File |
| Policy documents and information brochures on the support to be provided | View File |
| Details of the Software procured for providing the assistance | View File |
| Any other relevant information | View File |

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

**Institution is continuously working towards betterment of society by carrying out many social programmes, which inculcate tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. Some of these activities are**

- **Cultural Programmes:** Various cultural programmes including singing, dance, dramas and Annual fest Pulse were conducted by various Club Members.

- The Program for increasing awareness amongst the volunteers through the following themes: like, blood donation, Tree plantation, cloths distribution, Animal Rights Awareness drive, International Yoga day, Road safety, Cloths Distribution, POSH act, Mere Maati mera Desh and Importance of education , were conducted by NSS Volunteers.

| File Description | Documents |
|---|---|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | <u>View File</u> |
| Any other relevant information | <u>View File</u> |

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

The institute undertakes various activities to sensitize students and employees to constitutional values, rights, duties, and responsibilities, fostering the development of fundamental values among the youth, faculty, staff, and the extended community. Awareness programs are organized through operational clubs, including initiatives like the Road Safety Campaign (Oath Ceremony), Animal Rights Awareness Drive, Meri Maati Mera Desh, International Girl Child Day Awareness Drive (POSH Act), and Warm Cloth Distribution for the underprivileged.

1. The institute regularly celebrates Independence Day, Meri Maati Mera Desh, Republic Day, Teachers' Day, and the birthdays of eminent social reformers and freedom fighters.

2. It operates 21 clubs, all managed entirely by students.

3. International Yoga Day is celebrated annually on 21st June, featuring distinguished celebrities from the field.

4. National Pollution Control Day (2nd December 2023) and World Environment Day (5th June 2023) were celebrated to instill environmental responsibility among the youth and promote

**awareness of the ecosystem.**

5. **The institute organized an enlightening talk on women empowerment.**

6. **The IMS GREENS initiative promotes environmental sustainability through plantation drives.**

7. **Hindi Diwas was celebrated with enthusiasm, featuring poetry recitations, debates, and cultural performances.**

| File Description | Documents |
|---|---|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | http://naac.imsuc.ac.in/2023-2024/7/7.1.9R-link-1.pdf |
| Any other relevant information | https://naac.imsuc.ac.in/2023-2024/7/7.1.9 activity-calander.pdf |

**7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized**

A. All of the above

| File Description | Documents |
|---|---|
| Code of ethics policy document | View File |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims | View File |
| Any other relevant information | View File |

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

Every year, Institute of Management Studies, Ghaziabad celebrates Days of National Importance like Independence Day and Republic day with fervour and festivity. Important Days of National and International events like International women's Day, International Yoga Day, International dance day, including festivals like Diwali, Christmas, Lohri and Employees and students Birthday celebration are also celebrated meaningfully. The institution celebrates these days of national importance to recall the events or contribution of our leaders in building the nation and to induce the feeling of social cohesion and national solidarity.

NSS wing of college is regularly involved in leadership development and motivating the students for social work. This has become evident by participation and carrying out of Republic Day programme by college's NSS cadets.

The Institute is very active on social media and propagates regular messages on all the National & International commemorative days, events, and festivals.

| File Description | Documents |
|---|---|
| Annual report of the celebrations and commemorative events for the last (During the year) | View File |
| Geo tagged photographs of some of the events | View File |
| Any other relevant information | View File |

## 7.2 - Best Practices

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

**BEST PRACTICE 1**

**Title of the Practice: EWL Earn while learn**

**Objectives of the Practice:**

It provides learning opportunities such as Photography, Videography, Video Editing, Graphic Designing, and Content Writing. It gives a platform to give immense opportunities to learn, get trained along professionals and earn money while they are learning.

**Context:**

EWL is to craft its members with the motive of inculcate the students with several technical and management skills to be working in the corporate. The motive for starting this department was to inculcate students with skills like teamwork, unity, discipline, and management which will help them in working in the corporate sector and facing cutthroat competition.

**The Practice:**

The program is designed that works for the institute in photography & videography team which captures all the events like fests, seminars, conferences, etc. precisely through their lens. The graphic designing team uses their creative skills to convey the message through their amazing posters. The content writing team writes all the content that is to be posted on all social media platforms.

**Evidence of Success:**

It inculcates students in a professional environment and prepares them for the competitive arena. Our alumni base, includes Professional Photographers, Graphic Designers, Editors, etc., is evidence of successful strengthening.

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | https://naac.imsuc.ac.in/2023-2024/7/7.2.1 best-practice-link1.pdf |
| Any other relevant information | https://naac.imsuc.ac.in/2023-2024/7/7.2.1 other-information-cpk-workbook.pdf |

## 7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

The institute takes pride in fostering a culture of appreciation, empowerment, and inclusivity through its distinctive activities. One of the most notable practices is the Shikshak Samman, Samaroh an initiative to honor the relentless efforts of educators. This program recognizes teachers for their dedication, innovative teaching methods, and impactful contributions, thereby motivating them to continue shaping young minds with passion and purpose.

Another hallmark is the Faculty Awards, where outstanding faculty members are acknowledged for their outstanding achievements in academics, research, and leadership. These awards highlight their commitment to excellence and serve as inspiration for others to strive for higher standards.

The institute also champions gender inclusivity through initiatives aimed at women faculty empowerment. Dedicated programs and awards celebrate the contributions of women educators, fostering a supportive environment that encourages their professional growth and leadership.

Additionally, the institute ensures a sense of belonging and camaraderie by celebrating employee birthdays. This gesture, though simple, fosters interpersonal bonds, boosts morale, and strengthens team spirit.

These distinctive activities reflect the institute's commitment to creating a thriving and inclusive community that values its members and their contributions to the organization's growth and

success.

| **Part B** |
|---|

**CURRICULAR ASPECTS**

**1.1 - Curricular Planning and Implementation**

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

The institute ensures the effective implementation of the CCS University curriculum across all programs through a structured academic calendar encompassing curricular, co-curricular, and extracurricular activities. Periodic meetings between faculty and Heads of Departments (HoDs), faculty-specific timetables, and intra-departmental reviews enhance pedagogy and teaching quality. Comprehensive lecture plans, supplemented with references and e-resources, are meticulously prepared to ensure high-quality education.

Newly admitted students are oriented through a Pre-Orientation Program covering institutional facilities, rules, and activities. Bridge classes align academic levels, while periodic unit tests, assignments, projects, and continuous internal assessment (CIA) track and enhance student progress. Practical exposure is ensured through guest lectures, workshops, study tours, internships, and industrial visits, with extensive use of ICT tools for effective teaching.

Special initiatives, including UGC-sponsored Career-Oriented Courses, soft skills programs, and remedial classes, address the needs of both slow and advanced learners. Mentor-mentee schemes and regular mentoring sessions focus on resolving academic, social, and financial challenges, fostering holistic development. Strategic planning meetings with the IQAC and Academic Advisory Council address curriculum gaps, while seminars, conferences, and workshops strengthen industry-academia collaboration. Structured stakeholder feedback drives continuous curriculum refinement, underscoring the institute's commitment to delivering quality education and fostering student success.

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |
| Link for Additional information | https://other.imsuc.ac.in/flp/ |

| 1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE) |
|---|

The institution strictly follows the academic calendar set by the University, including provisions for Continuous Internal Evaluation (CIE). Department's Head of each program prepares the academic calendar in consultation with the IQAC well before the semester begins. The Head of Department allocates courses to faculty members based on their preferences, expertise, and areas of interest. Faculty members prepare detailed Lecture Plans and Video Lectures in advance, which are made accessible to students before the semester begins.

Students are briefed about the continuous evaluation process, and internal exams are conducted by the University's affiliated institutes. The timetable in charge of each department designs the timetable, which is shared via email and displayed on respective departmental notice boards.

The academic calendar also includes the schedule for all examinations, with specific slots for Mid term Examinations. Course instructors announce the syllabus and provide a question bank for the examinations, ensuring students are well-informed. This structured approach supports effective academic planning and delivery, keeping students and faculty aligned with institutional goals.

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |
| Link for Additional information | https://naac.imsuc.ac.in/2023-2024/1/1.1.2F.pdf |

| 1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year.  Academic council/BoS of Affiliating University  Setting of question papers for UG/PG programs  Design and Development of Curriculum for Add on/ certificate/ Diploma Courses  Assessment /evaluation | B. Any 3 of the above |
|---|---|

**process of the affiliating University**

| File Description | Documents |
|---|---|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View File |
| Any additional information | View File |

## 1.2 - Academic Flexibility

### 1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

### 1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

01

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Minutes of relevant Academic Council/ BOS meetings | View File |
| Institutional data in prescribed format (Data Template) | View File |

### 1.2.2 - Number of Add on /Certificate programs offered during the year

### 1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

23

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Brochure or any other document relating to Add on /Certificate programs | View File |
| List of Add on /Certificate programs (Data Template ) | View File |

### 1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

1530

| File Description | Documents |
|---|---|
| Any additional information | [View File](#) |
| Details of the students enrolled in Subjects related to certificate/Add-on programs | [View File](#) |

## 1.3 - Curriculum Enrichment

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

The institute integrates a wide range of courses into its curriculum to address critical cross-cutting issues, including professional ethics, gender, human values, environment, and sustainability. Faculty members actively promote awareness of these topics through classroom discussions and co-curricular initiatives. University-prescribed courses addressing these themes are incorporated into all departments. Additionally, the institute conducts activities focusing on gender equality, environmental sustainability, human values, and professional ethics, fostering sensitivity and awareness among students. Professional ethics, covering both personal and corporate standards, is emphasized alongside personality development programs to enhance students' conduct and professional readiness.

As a co-educational institution, the college prioritizes gender-related concerns through a Grievance Redressal Cell and a Women's Cell, including an internal complaints committee to address sexual harassment and related issues. To uphold human values, the institute adheres to government regulations by maintaining an anti-ragging cell and a discipline committee.

Environmental sensitivity is central to student development. The IMS Greens Club conducts regular initiatives like plantation drives, cleanliness campaigns, and conservation programs. The curriculum incorporates subjects such as Bioethics, Biosafety, Environmental Biotechnology, and Environmental Studies, as prescribed by CCS University, to further instill ecological responsibility.

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | View File |

**1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year**

`159`

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Programme / Curriculum/ Syllabus of the courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | View File |
| MoU's with relevant organizations for these courses, if any | View File |
| Institutional Data in Prescribed Format | View File |

**1.3.3 - Number of students undertaking project work/field work/ internships**

`1739`

| File Description | Documents |
|---|---|
| Any additional information | View File |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | View File |

**1.4 - Feedback System**

| **1.4.1 - Institution obtains feedback on the syllabus and its transaction at the** | `A. All of the above` |
|---|---|

**institution from the following stakeholders Students Teachers Employers Alumni**

| File Description | Documents |
|---|---|
| URL for stakeholder feedback report | https://naac.imsuc.ac.in/2023-2024/1/1.4. 1-1.4.2Summary-Feedback- Final-(AcademicYear2023-2024).pdf |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management | View File |
| Any additional information | View File |

| **1.4.2 - Feedback process of the Institution may be classified as follows** | **A. Feedback collected, analyzed and action taken and feedback available on website** |
|---|---|

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| URL for feedback report | https://naac.imsuc.ac.in/2023-2024/1/1.4. 1-1.4.2Summary-Feedback- Final-(AcademicYear2023-2024).pdf |

## TEACHING-LEARNING AND EVALUATION

## 2.1 - Student Enrollment and Profile

## 2.1.1 - Enrolment Number Number of students admitted during the year

## 2.1.1.1 - Number of students admitted during the year

**1117**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Institutional data in prescribed format | View File |

**2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of**

**supernumerary seats)**

## 2.1.2.1 - Number of actual students admitted from the reserved categories during the year

**343**

| File Description | Documents |
|---|---|
| Any additional information | <u>View File</u> |
| Number of seats filled against seats reserved (Data Template) | <u>View File</u> |

## 2.2 - Catering to Student Diversity

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

The Institute follows a structured process to identify and support slow, average, and advanced learners, ensuring personalized attention and academic growth. The process begins with a Pre-Mid Term Assessment that evaluates students based on class participation, quizzes, assignments, and group projects. Based on their performance, students are categorized as slow learners (below 60%), average learners (60-70%), and advanced learners (above 70%). Remedial classes are scheduled before and after the mid-term to help slow learners bridge their learning gaps.

Slow learners receive regular mentoring, remedial classes, and subject-specific tests to address knowledge deficiencies. They are provided with solved university question papers, question banks, and exam strategies to boost their confidence and improve performance.

Average learners are encouraged to bridge gaps through Buddy mentoring sessions, remedial sessions, participation in inter-college competitions, and consulting sessions with faculty and mentors for career guidance.

Advanced learners engage in high-level activities, such as enrolling in NPTEL, SWAYAM, and Coursera courses, undertaking research projects, securing industry-sponsored internships, and participating in seminars and technical events. They are also encouraged to take on leadership roles, interact with subject experts, and participate in conferences.

Additional initiatives, such as problem-solving classes and

remedial assessments conducted before end-term exams, ensure comprehensive academic support for all learners, fostering their success and holistic development.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://naac.imsuc.ac.in/2023-2024/2/2.2.1_Manual-SPS-allDepartments.pdf |
| Upload any additional information | View File |

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

| Number of Students | Number of Teachers |
|---|---|
| 3066 | 122 |

| File Description | Documents |
|---|---|
| Any additional information | View File |

## 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

IMS Ghaziabad uses student-centric teaching methods like experiential, participative, and problem-solving to engage students, making the learning process interactive, practical, and impactful.

Experiential learning activities, such as industrial visits, internships, project based learning, collaboration with industries and field projects bridge the gap between theoretical concepts and real-world applications. They provide hands-on experience, fostering critical thinking and decision-making skills.

Participative learning methods like group discussions, workshops, and peer-to-peer activities promote teamwork, communication skills, and collaborative problem-solving, fostering a more effective learning environment.

Problem-solving methodologies like case studies, live projects, remedial classes, foundation classes, and brainstorming sessions help students analyse complex situations, identify

challenges, and propose practical solutions, preparing them for real-world scenarios.

Faculty use ICT-enabled teaching methods, reflective journals, presentations, group assignments, book review series, and group exercises in BBA and MIB to enhance learning experiences, enhance life skills, and promote problem analysis. In addition, Students in Computer Science, Journalism, and Bioscience engage in hackathons, coding challenges, Interactive Newsroom Simulation systems, and hands-on learning initiatives to enhance their skills.

The institute fosters academic excellence and holistic development by utilizing student-centric approaches, providing students with knowledge, skills, and confidence for professional and personal success.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Link for additional information | [https://naac.imsuc.ac.in/2023-2024/2/2.3.1_SEED.pdf](https://naac.imsuc.ac.in/2023-2024/2/2.3.1_SEED.pdf) |

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

The Instituteembraces ICT-enabled teaching and learning tools to provide students with a modern and technology-driven educational experience. Online teaching facilities, including virtual classrooms and video conferencing platforms, allow for interactive lectures, real-time discussions, and online assessments, ensuring learning is accessible and flexible. The campus features well-equipped computer laboratories, studio and channel where students gain hands-on experience with the latest software, programming tools, and applications, fostering technical proficiency and innovation.

The digital library at institute provides access to a vast collection of e-books, research journals, and academic databases, ensuring students and faculty can access quality resources anytime, anywhere. The implementation of Learning Management Systems streamlines the management and organization of digital resources, making them readily available while promoting collaboration and efficiency in academic processes.

Reliable high-speed internet connectivity, LAN, and campus-wide Wi-Fi provide uninterrupted access to global information and online platforms, empowering students to stay connected.

Additionally, the use of specialized software enhances learning across disciplines, ensuring students develop industry-relevant skills. ICT-enabled classrooms, equipped with smart boards, projectors, and multimedia tools, create an engaging and interactive learning environment. These advanced ICT tools at the institute ensure students are well-prepared to meet the demands of the digital age.

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | View File |

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

## 2.3.3.1 - Number of mentors

**122**

| File Description | Documents |
|---|---|
| Upload, number of students enrolled and full time teachers on roll | View File |
| Circulars pertaining to assigning mentors to mentees | View File |
| Mentor/mentee ratio | View File |

## 2.4 - Teacher Profile and Quality

## 2.4.1 - Number of full time teachers against sanctioned posts during the year

**122**

| File Description | Documents |
| --- | --- |
| Full time teachers and sanctioned posts for year (Data Template) | View File |
| Any additional information | View File |
| List of the faculty members authenticated by the Head of HEI | View File |

**2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)**

**2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year**

**49**

| File Description | Documents |
| --- | --- |
| Any additional information | View File |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template) | View File |

**2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)**

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

**401**

| File Description | Documents |
| --- | --- |
| Any additional information | View File |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | View File |

**2.5 - Evaluation Process and Reforms**

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

The Institute's vigorous and continuous assessment process ensures consistent evaluation of academic competence, introduced during orientation. Examination details are effectively communicated through the website, calendars, notices, emails, circulars, and WhatsApp, ensuring students remain well-informed about procedures.

The Examination authorities organize internal examinations in the mid semester once around fifty percent of the syllabus is completed. All examination related information like date sheet and guidelines are well circulated among students through all effective communication mediums. ERP-generated admit cards are issued, ensuring a smooth and transparent examination process. Evaluated answer sheets are shown to the students within 15 days of the examination for the timely feedback by the concerned faculty, and results are declared within 21 days of the examination.

The internal assessment structure allocates 25 marks across all programs (except Biosciences Undergraduate program), with 15 marks for exams and 10 marks for teacher assessments through quizzes, assignments, presentations, and attendance. M.Sc. Biotechnology follows a distinct model with 50 marks, distributed across internal exam (30), attendance (10), and teacher assessments (10).

| File Description | Documents |
|---|---|
| Any additional information | [View File](#) |
| Link for additional information | https://naac.imsuc.ac.in/2023-2024/2/2.5.1Examination-Policy.pdf |

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

The Institute has established a robust and transparent grievance redressal mechanism as outlined in its examination policy. Students can raise their grievances through a defined process, ensuring timely action by the Examination authorities to address and resolve issues.

Grievances may arise due to issues in downloading admit cards, question paper concerns, marks in the evaluated answer sheets. Any grievance if reported during an examination, immediate action is taken by the Controller of Examination. For

grievances related to non-eligibility or inability to appear for internal exams, the issue is verified with the respective department, and necessary actions are promptly implemented.

Students with grievances related to marks can connect with the concerned faculty immediately. If the issue do not get resolved at that level then the student can apply for revaluation within three days to the Head of the Department via ERP. If required the paper is re-evaluated, and the final results are published within twenty one days of the examination.

Additionally, students can provide feedback regarding the internal examination process using the suggestion box. This structured mechanism ensures that grievances are addressed effectively, fostering transparency, accountability, and continuous improvement in the examination system.

| File Description | Documents |
|---|---|
| Any additional information | [View File](#) |
| Link for additional information | https://naac.imsuc.ac.in/2023-2024/2/Internal-Marks-Links.pdf |

## 2.6 - Student Performance and Learning Outcomes

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

Institute follows an Outcome based education approach and has well defined POs and COs as the part of the OBE Manual, which is displayed on the Institute's website and made accessible through departments and the library. The POs and COs are well communicated to the students via lecture plans also.

POs outline the core competencies students are expected to achieve upon completing their programs, including subject expertise along with critical thinking, ethical behavior, and environmental awareness. The BAJMC Program follows POs defined by the University's Board of Studies, while POs for other programs are developed in-house through the panel of experts (Academic council).

COs specify the knowledge and skills students gain from individual courses, reflecting the University's curriculum and supporting overall POs. Institute has the policy of reviewing

COs in every session to incorporate the learning gaps and foster continuous improvement. Faculty members design COs in their areas of expertise, reviewed and refined during Academic Review Meetings to ensure relevance and practicality.

Program Outcomes (POs) and Course Outcomes (COs) are designed to align with the Institute's Vision and Mission, ensuring students are well-equipped to contribute meaningfully to society.This structured approach enables students and stakeholders to track academic progress and ensures alignment with institutional goals of producing socially responsible and professionally competent individuals.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for Additional information | [https://www.imsuc.ac.in/obe-manual.php](https://www.imsuc.ac.in/obe-manual.php) |
| Upload COs for all Programmes (exemplars from Glossary) | [View File](#) |

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

The assessment process for Course Outcomes (COs) is conducted through internal evaluations, including assignments, quizzes, presentations, class participation, group projects, and internal tests. Each CO is carefully mapped to various tasks aligned for the students during the curriculum delivery, to ensure targeted evaluation. Internal tests are designed to align directly with the intended COs, while assignments encourage students to deepen their understanding, explore solutions, and reinforce the desired learning outcomes. Based on students' performance, CO attainment levels are categorized as low, moderate, or high, facilitating precise measurement and analysis.

Indirect Assessment

Indirect assessment is carried out through feedback from key stakeholders, including alumni, employers, and industry partners, as well as through student performance indicators such as placements, internships, and enrollment in higher education programs. Additionally, the achievements of

university toppers and students excelling in various academic and co-curricular programs provide valuable insights into the attainment of both COs and Program Outcomes (POs). This structured and systematic evaluation process ensures continuous improvement of academic programs while fostering a holistic approach to student development. It underscores the institution's commitment to maintaining academic excellence and preparing students for future success.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for Additional information | https://naac.imsuc.ac.in/2023-2024/2/Attainment-Document.pdf |

## 2.6.3 - Pass percentage of Students during the year

## 2.6.3.1 - Total number of final year students who passed the university examination during the year

**792**

| File Description | Documents |
|---|---|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | [View File](#) |
| Upload any additional information | [View File](#) |
| Paste link for the annual report | https://naac.imsuc.ac.in/2023-2024/2/Annual-Report-2023-24.pdf |

## 2.7 - Student Satisfaction Survey

## 2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

https://naac.imsuc.ac.in/2023-2024/2/Annual-Report-2023-24.pdf

## 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 year (INR in Lakhs)**

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

`345000`

| File Description | Documents |
| --- | --- |
| Any additional information | View File |
| e-copies of the grant award letters for sponsored research projects /endowments | View File |
| List of endowments / projects with details of grants(Data Template) | View File |

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

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

`02`

| File Description | Documents |
| --- | --- |
| Any additional information | View File |
| Institutional data in prescribed format | View File |

**3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year**

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

`345000`

| File Description | Documents |
|---|---|
| List of research projects and funding details (Data Template) | [View File](#) |
| Any additional information | [View File](#) |
| Supporting document from Funding Agency | [View File](#) |
| Paste link to funding agency website | http://laterra.in/ |

**3.2 - Innovation Ecosystem**

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

The Institute has implemented initiatives to foster entrepreneurship and innovation as key drivers of economic growth. Educational institutions play a vital role in nurturing an entrepreneurial mindset, supported by platforms like E-Cells, IPR Cells, and Innovation and Incubation Centers (IICs), alongside national programs such as NISP, YUKTI and KAPILA.

The E-Cell inspires students to embrace entrepreneurship by conducting startup conclaves, awareness camps, and offering exposure to real-world challenges through seminars and conferences. This helps students develop critical thinking and problem-solving skills essential for entrepreneurial success. The IPR Cell raises intellectual property rights (IPR) awareness, guiding students and faculty in patentable work and facilitating the patent filing process through workshops and seminars.

The IIC further engages students and faculty in ideation, design thinking, and project management, addressing challenges in higher education institutions. It offers structured programs at pre-incubation and incubation stages to stabilize innovation ecosystems. National policies like NISP promote student-driven innovations, intra-institutional collaboration, and entrepreneurial ecosystems. Initiatives like KAPILA and YUKTI enhance IP awareness, provide financial support for patent filing and foster innovation through mentorship and investor connections.

These initiatives collectively equip students and faculty with

**resources to transform ideas into successful ventures, fostering a robust culture of innovation.**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | https://naac.imsuc.ac.in/2023-2024/3/Summary-3.2.1Additional-information.pdf |

**3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year**

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

**05**

| File Description | Documents |
|---|---|
| Report of the event | [View File](#) |
| Any additional information | [View File](#) |
| List of workshops/seminars during last 5 years (Data Template) | [View File](#) |

**3.3 - Research Publications and Awards**

**3.3.1 - Number of Ph.Ds registered per eligible teacher during the year**

**3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year**

**02**

| File Description | Documents |
|---|---|
| URL to the research page on HEI website | https://www.imsuc.ac.in/research-cell.php |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template) | [View File](#) |
| Any additional information | [View File](#) |

**3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year**

**3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year**

**63**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| List of research papers by title, author, department, name and year of publication (Data Template) | View File |

**3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year**

**3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year**

**36**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| List books and chapters edited volumes/ books published (Data Template) | View File |

**3.4 - Extension Activities**

3.4.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

The Institute organizes various extension activities in the local community to create sustainable change, sensitize students to social issues and foster good citizenship, moral values, community service and holistic development.

The Student Social Responsibility Club and the National Service Scheme (NSS) play a pivotal role in these initiatives. Activities include visits to nearby slum areas and Village Dasna and Meharoli of district ghaziabad, to promote cleanliness and environmental awareness, social awareness rallies on water conservation, and participation in the Swachh Bharat Abhiyan through campus cleaning, tree plantation, and awareness programs. Additionally, the college conducts an annual warm clothes donation drive and blood donation camp. Programs centered on women empowerment, Beti Bachao Beti Padhao

and girl child feticide awareness are also celebrated. Students enthusiastically engage in inter-college competitions on social themes, including debates, essays, quizzes, poster making and extempore.

The impact of these efforts is evident in the achievements of alumni. For example, alumni from the School of Biosciences actively educate underprivileged children through initiatives like Swavlamban at Usman nagar, Dasna. Notable alumni include Farma Mallik (Batch 2016-19), who runs "Chalk Talk Tutorials" with 151K subscribers and over 15 million views, and Shashank Siwal (Batch 2021-24), engaged in ARCH Foundation, which focus on social upliftment. These efforts highlight the institution's dedication to community engagement and holistic development.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://www.imsuc.ac.in/nss.php |
| Upload any additional information | View File |

**3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year**

**3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year**

03

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Number of awards for extension activities in last 5 year (Data Template) | View File |
| e-copy of the award letters | View File |

**3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., ( including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs ) during the year**

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

| 11 | |
|---|---|

| File Description | Documents |
|---|---|
| Reports of the event organized | [View File](#) |
| Any additional information | [View File](#) |
| Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template) | [View File](#) |

**3.4.4 - Number of students participating in extension activities at 3.4.3. above during year**

**3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year**

| 1178 | |
|---|---|

| File Description | Documents |
|---|---|
| Report of the event | [View File](#) |
| Any additional information | [View File](#) |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | [View File](#) |

**3.5 - Collaboration**

**3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year**

**3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year**

| 780 | |
|---|---|

| File Description | Documents |
|---|---|
| e-copies of related Document | [View File](#) |
| Any additional information | [View File](#) |
| Details of Collaborative activities with institutions/industries for research, Faculty | [View File](#) |

**3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year**

**3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year**

**12**

| File Description | Documents |
|---|---|
| e-Copies of the MoUs with institution./ industry/corporate houses | View File |
| Any additional information | View File |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | View File |

**INFRASTRUCTURE AND LEARNING RESOURCES**

**4.1 - Physical Facilities**

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

The Institute of Management Studies, Ghaziabad, spans 18,480 square meters and offers world-class infrastructure. Its five-story academic building is fully air-conditioned and equipped with hygienic restrooms, providing a comfortable and modern learning environment.

The campus features state-of-the-art facilities, including seminar halls, conference rooms, counseling rooms, and an auditorium. The institute has smart classrooms for the UG as well as the PG programs. The Department of IT is equipped with advanced laboratories featuring high-performance computers, supporting hands-on learning and technological innovation. The bio-sciences laboratories are equipped with PCR, Gel Doc, Fermenter, ELISA reader, Laminar Air Flow system and other basic instruments.The institute has its'Campus Radio' and Expression studioto provide a professional training platform to achieve greater heights.

Sports and fitness are prioritized with well-maintained football and cricket grounds, along with facilities for indoor games like chess and table tennis. Hostels emphasize health and

wellness by offering dedicated yoga and meditation spaces, as well as separate gyms for men and women.

Additionally, the Expression Studio and auditorium serve as vibrant hubs for creative and cultural activities.

IMS Ghaziabad exemplifies excellence in infrastructure, seamlessly blending academic, physical, and creative facilities to foster holistic growth and development.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | [https://naac.imsuc.ac.in/2023-2024/4/4.1.1Web-Link.pdf](https://naac.imsuc.ac.in/2023-2024/4/4.1.1Web-Link.pdf) |

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

Sports Facilities:

The institution provides extensive sports facilities, including a well-maintained multi-purpose ground for outdoor activities such as football, cricket, and other sports. Courts for basketball and badminton are also available, along with indoor game facilities for chess and table tennis. Separate gyms for men and women are located within the hostels, equipped with modern fitness equipment like treadmills, weight machines, and free weights to meet diverse fitness needs. Additionally, a dedicated space for yoga and meditation promotes relaxation and mental well-being. All facilities are regularly maintained to ensure their availability and functionality.

Cultural Infrastructure:

The institution supports cultural activities with an auditorium (that includes a Green Room & Program Control Room), an Open Ground and Atrium for hosting large-scale events. The Expression Studio further enhances the cultural infrastructure by providing logistical support for organizing cultural programs, fostering creativity and artistic expression.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | https://naac.imsuc.ac.in/2023-2024/4/4.1.2Web-Link.pdf |

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

**48**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | https://naac.imsuc.ac.in/2023-2024/4/4.1.3Web-Link.pdf |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | [View File](#) |

**4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)**

**4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)**

**2242**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Upload audited utilization statements | [View File](#) |
| Upload Details of budget allocation, excluding salary during the year (Data Template | [View File](#) |

**4.2 - Library as a Learning Resource**

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

An Integrated Library Management System (ILMS) is used to automate the library. KOHA software was implemented at IMS UCC Ghaziabad, with MAP Systems installed on April 08, 2023. KOHA is a fully integrated software package covering all aspects of library management.

The library is fully automated and versatile, generating reports required for daily operations. The holdings can be searched using OPAC (Online Public Access Catalog).

Nature of Automation:Fully Automated

KOHA Version:21.11.03.000

The library offers internet access to e-resources, and usage is tracked through a register in the reference section. The circulation section is widely used by students, and many faculty members also access the library's resources.

As a DELNET member, the library provides access to national and international e-books and e-journals. It maintains journals, project reports, question papers, and syllabuses.

A high-end CANON machine offers copying, scanning, and printing services. The library follows an open access policy, allowing easy access to all documents.

KOHA is multilingual, multi user, and multitasking, reducing overhead costs while ensuring efficient management. Key features include:

- Classification of Members
- Book Acquisition and Maintenance
- Cataloging (management of accession number system)
- Web OPAC
- Issue/Return or Renewals from a single window
- Book Listing

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for Additional Information | https://naac.imsuc.ac.in/2023-2024/4/4.2.1Web-Link.pdf |

| 4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources | A. Any 4 or more of the above |
|---|---|

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | View File |

**4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)**

**4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)**

9.95

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Audited statements of accounts | View File |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

**4.2.4 - Number per day usage of library by teachers and students ( foot falls and login data for online access) (Data for the latest completed academic year)**

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

159

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Details of library usage by teachers and students | View File |

**4.3 - IT Infrastructure**

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

The campus has a top-notch Next Generation Network (NGN) Wi-Fi system installed. The newest Wi-Fi equipment from the Cisco brand is deployed on campus. The primary WLC+ (Wi-Fi LAN Controller) on campus is an AIR-CT3504-series K9 model that can manage nearly sixty Wi-Fi devices at once. There are now twenty-eight (28) Cisco brand access points with model number AIR-AP18521-D K9 installed. It is an 802.11ac, Wave 2 Access Point device with 1 GB RAM and 256 MB Flash. The entire campus is Wi-Fi enabled, including the academic cubicles on the top floor. Users of the Wi-Fi facility may access the internet as either students or professors and staff personnel.

The Institute has 700 Mbps of bandwidth. There are 46 classrooms on campus, and every one of them is nicely furnished with faculty projectors for use as instructional aids. In four computer labs, one in each of the IQAC rooms, conference room, auditorium, and seminar hall, there are four more projectors installed. On campus, there are 242 CCTV cameras installed, and there are an additional 40 cameras in the dorm. The classrooms contain audio-visual equipment and CCTV.

| File Description | Documents |
| --- | --- |
| Upload any additional information | [View File](#) |
| Paste link for additional information | [https://naac.imsuc.ac.in/2023-2024/4/4.3.1WebLink.pdf](https://naac.imsuc.ac.in/2023-2024/4/4.3.1WebLink.pdf) |

### 4.3.2 - Number of Computers

1252

| File Description | Documents |
| --- | --- |
| Upload any additional information | [View File](#) |
| List of Computers | [View File](#) |

| **4.3.3 - Bandwidth of internet connection in the Institution** | A. ? 50MBPS |
| --- | --- |

| File Description | Documents |
|---|---|
| Upload any additional Information | View File |
| Details of available bandwidth of internet connection in the Institution | View File |

## 4.4 - Maintenance of Campus Infrastructure

### 4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

### 4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)

**1215**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Audited statements of accounts | View File |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View File |

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

- **The institute follows a well-defined policy for maintaining and utilizing its physical and academic facilities, adhering to UGC guidelines. The campus is managed by the Maintenance Team comprising Chief Administrative Officers, Electricians, Plumbers, and other supervisory staff. Housekeeping and Security services are outsourced but supervised by the Maintenance Team. Classrooms and laboratories are well-maintained, with RO water provided on all floors. Annual budgets are prepared based on departmental requirements, forwarded by department heads, consolidated by the Director, and approved by management. The procurement process involves quotations from vendors, ensuring cost-effective**

purchases.

- Classrooms are managed with proper systems and procedures recommended by the Management and University. Stock verification, cleaning, and maintenance of assets are conducted regularly. Civil work, furniture replenishment, electrical repairs, and plumbing maintenance are carried out annually.

- As the institute houses Computer Science and Bio-Sciences Departments, laboratory policies form the core of operations.

  - Regular maintenance of computers (hardware and software) and scientific instruments.
  - Installation and maintenance of fire safety measures.
  - Annual stock verification and follow-up actions by respective departments.

- The library operates in five sections—Acquisition, Circulation, Serial, Reference, and ICT/Digital—ensuring smooth functioning. Purchases are based on course requirements, and outdated materials are weeded regularly. Utilization statistics guide the collection development policy.

- The Sports Committee oversees the maintenance of sports grounds and equipment. Outdoor courts are cleaned professionally every 12-18 months. Playing materials are used efficiently and replaced when worn out. Regular disinfection and waste management ensure hygiene and safety.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | https://naac.imsuc.ac.in/2023-2024/4/4.4.2WebLink.pdf |

**STUDENT SUPPORT AND PROGRESSION**

| 5.1 - Student Support |
|---|

**5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year**

**5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year**

**96**

| File Description | Documents |
|---|---|
| Upload self attested letter with the list of students sanctioned scholarship | View File |
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | View File |

**5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year**

**5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year**

**3099**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | View File |

| **5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills** | **A. All of the above** |
|---|---|

| File Description | Documents |
|---|---|
| Link to Institutional website | https://naac.imsuc.ac.in/2023-2024/5/5.1.3aditional-doc.pdf |
| Any additional information | View File |
| Details of capability building and skills enhancement initiatives (Data Template) | View File |

**5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year**

**427**

**5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year**

**427**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template) | View File |

| | |
|---|---|
| **5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees** | **A. All of the above** |

| File Description | Documents |
|---|---|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View File |
| Upload any additional information | View File |
| Details of student grievances including sexual harassment and ragging cases | View File |

## 5.2 - Student Progression

### 5.2.1 - Number of placement of outgoing students during the year

### 5.2.1.1 - Number of outgoing students placed during the year

272

| File Description | Documents |
|---|---|
| Self-attested list of students placed | View File |
| Upload any additional information | View File |
| Details of student placement during the year (Data Template) | View File |

### 5.2.2 - Number of students progressing to higher education during the year

### 5.2.2.1 - Number of outgoing student progression to higher education

109

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

### 5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State

**government examinations)**

**5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year**

**46**

| File Description | Documents |
|---|---|
| Upload supporting data for the same | View File |
| Any additional information | View File |
| Number of students qualifying in state/ national/ international level examinations during the year (Data Template) | View File |

**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 year**

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

**21**

| File Description | Documents |
|---|---|
| e-copies of award letters and certificates | View File |
| Any additional information | View File |
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template) | View File |

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

Student Engagement and Leadership Development

The institute provides numerous opportunities for students to engage in administrativeand extracurricular activities. Students develop leadership qualities that enable them to become more responsible and prepare them for future leadership roles.

Platforms for All-rounded Growth & Education

1. Class Representative (CR) and Academic Representative (AR):

Students are nominated for these roles under the guidance of a faculty counselor. CRs and ARs act as a bridge between students and faculty, ensuring that suggestions of students are communicated to the administration.

2. Club Executives:

• Club Structure: The Institute has various clubs catering to student interests, such as sports, cultural activities, and academic pursuits.

• Roles: Selected students assume roles like President, Vice President, and Secretary. The roles within these clubs are crucial for developing organizational skills, teamwork and leadership abilities among students.

3. Institute Committees:

• Participation in Committee: Students are also members of important institutional committees like the Internal Complaint Committee, Anti-Ragging Committee, and Minority Committee. In these committees, students have a responsibility to ensure a safe and inclusive environment.

Placement Committee and Career Pathway Club: Students are also sent for YI, GMA and AIMA conventions to understand the changing industry and shift gear in the skills accordingly.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://www.imsuc.ac.in/clubs-cells-ims-ghaziabad.php |
| Upload any additional information | View File |

**5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)**

**5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year**

**16**

| File Description | Documents |
|---|---|
| Report of the event | View File |
| Upload any additional information | View File |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template) | View File |

## 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

**Alumni plays a Vital role in the professional growth of the students:**

1. **Guidance and Mentorship:**

- **Alumni mentor students, particularly in entrepreneurial endeavors, guiding them through the challenges and opportunities to run a business and gain real-world experience.**

1. **Networking Opportunities:**

   - **Alumni networks provide students with opportunities to connect with professionals in their fields, which help them with Internship and Placements.**

**3. Alumni Talks and Workshops:**

- **Alumni frequently host workshops, sharing their knowledge and experiences with students. These events are tailored to both graduate and undergraduate programs, ensuring students at all levels benefit from the alumni's insights.**

**4. Assisting in Student Recruitment:**

- **Alumni actively participate in recruitment drives, helping the institute to attract talent from various Organizations. Their involvement highlights the strength of the alumni network and its commitment to the institute's growth.**

**5. Guidance on Competitive Examinations:**

- **Alumni regularly visit the institute to offer guidance on opportunities and help students to prepare for competitive exams. Their support helps students to aspire academically and professionally.**

**6. Alumni talks for Placement readiness: With 40,000+ Alumni at good companies guiding students on placement interviews, the company's Job description enhances the chance of selection of the students in various companies.**

| File Description | Documents |
|---|---|
| Paste link for additional information | https://alumni.imsgroup.ac.in/ |
| Upload any additional information | View File |

| **5.4.2 - Alumni contribution during the year (INR in Lakhs)** | **A. ? 5Lakhs** |
|---|---|

| File Description | Documents |
|---|---|
| Upload any additional information | View File |

| **GOVERNANCE, LEADERSHIP AND MANAGEMENT** |
|---|
| **6.1 - Institutional Vision and Leadership** |

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

The governance of the Institute exemplifies its vision and mission, which are deeply rooted in the teachings of the Bhagavad Gita. The guiding principle, "Karmanye Vadhikaraste Ma Phaleshu Kadachana," emphasizes selfless service and ethical conduct. This philosophy permeates all institutional practices, ensuring the creation of responsible citizens committed to societal welfare and national development.

Governance at the institute is strategically aligned with its mission to deliver innovative, vibrant, and globally competitive education. The institution fosters multidisciplinary education, skill enhancement, and robust industry collaboration. Leadership prioritizes decentralization and participative management, empowering faculty and staff to engage in shared decision-making. This inclusive approach has fueled sustained institutional growth, evidenced by initiatives that bolster academic excellence, research innovation, and infrastructure development. As a "not for profit" institution, the management's sole focus is on achieving its vision and hence renders all possible moral and financial support for the development.

The institution's short and long-term perspective plans are meticulously crafted to establish a thrust on the basic parameters attaining of quality in Teaching, Learning and Research with the critical mass, demographic diversity, internationalization and international collaborations, cross disciplinary programmes, flexibility and mobility of students, academic freedom, use of IT 24X7 access to information, inter-institutional collaboration and finally enormous thrust on research in diverse disciplines, including Management, IT, Biosciences, and Journalism. Governance at the institute is thus a dynamic embodiment of its vision and mission, cultivating a culture of integrity, dedication, and excellence in education and research.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://www.imsuc.ac.in/mission-and-vision.php |
| Upload any additional information | View File |

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

The Institute cultivates effective leadership through a decentralized and participatory management approach. This framework empowers stakeholders at all levels, fostering a collaborative and responsive academic environment.

Decentralization delegates authority across different levels, starting with the Governing Body setting strategic directions. Different Committees, comprising diverse stakeholders, focus on institutional growth. There are 4 department heads to monitor and manage the functions of the departments. Departments are empowered to make key decisions, ensuring adaptability

Participative management encourages active involvement from all stakeholders. Academic committees, comprising faculty members, ensure diverse perspectives in academic planning. Student involvement in clubs and cells enhances their leadership skills. Regular consultations provide a platform for open dialogue and suggestions.

This integrated approach enables the Institute to effectively adapt to evolving educational needs, uphold academic excellence, and maintain a cohesive and inclusive institutional environment aligned with its mission and vision.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://naac.imsuc.ac.in/2023-2024/6/6.1.1SD-IDP.pdf |
| Upload any additional information | View File |

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The Institute has positioned itself to come out with excellence in learning and institutional growth through the overall Strategic Development Plan. The plan has emphasized many key improvement and innovation areas within the institution, making it a leader in higher education.

To enhance Quality Assurance, the Institute emphasizes compliance with NAAC accreditation standards, regular

curriculum updates reflecting industry trends, and effective feedback mechanisms. The Faculty and Staff Development initiatives aim at empowering educators through workshops, certifications, and research incentives while attracting globally experienced faculty.

Infrastructure Development focuses on creating modern learning environments, including state-of-the-art classrooms, AI-driven tools, and expanded student facilities. The institution focuses on Academic Excellence by introducing programs in emerging disciplines like AI and Blockchain and fostering experiential learning through collaborations.

In Collaborations and Linkages, the Institute would strengthen partnerships with leading corporations, establish an incubation center, and offer joint certification programs. The Research and Consultancy agenda includes setting up a dedicated R&D center, promoting live projects with industry, and consultancy opportunities.

The Institute supports students through mentorship, placement training with enhancement, and the strong presence of alumni relations. Sustainability and Outreach features through green campus initiative and the outreach to service project.

More important focuses include digitization, exposure worldwide, nurturing entrepreneurs, and a mental wellbeing center reflect on how the Institute emphasizes total student development, which it balances with a parallel thrust to promote growth institutionally so as not to remain stuck in its stride.

| File Description | Documents |
|---|---|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | https://naac.imsuc.ac.in/2023-2024/6/6.1.1SD-IDP.pdf |
| Upload any additional information | View File |

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

The Institution's governance framework is characterized by a

hierarchical structure that facilitates consistent and effective decision-making processes. Key administrative positions include the Director, Heads of Departments, and other officers as specified in the institution's statutes. This organizational hierarchy ensures clarity in roles and responsibilities, promoting seamless coordination across departments.

The institution has established several statutory bodies to oversee its operations, including the Management Committee, Academic Council, IQAC, Research Cell, Hostel Supervision Committee, Library Development Committee, Students Discipline and Monitoring Committee, Anti-ragging Committee, Examination Committee, Women Cell, SC/SC Cell, Grievance Redressal Committee and Board of Studies. Each body functions within a clearly defined scope, contributing to the institution's strategic planning and policy formulation.

Appointment and service rules at the institute are transparent and adhere to regulatory standards, ensuring the recruitment of qualified and competent personnel. The institution also emphasizes faculty empowerment through continuous professional development programs, fostering a culture of excellence and innovation.

Furthermore, the Institute has embraced e-governance in its operations, enhancing efficiency and transparency. The implementation of digital platforms for administrative functions, academic management, and student services reflects the institution's commitment to leveraging technology for improved governance.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://naac.imsuc.ac.in/2023-2024/6/6.2.2SD.pdf |
| Link to Organogram of the institution webpage | https://naac.imsuc.ac.in/2023-2024/6/Organogram-2023-24.pdf |
| Upload any additional information | View File |

| 6.2.3 - Implementation of e-governance in areas of operation Administration Finance | A. All of the above |
|---|---|

**and Accounts Student Admission and Support Examination**

| File Description | Documents |
|---|---|
| ERP (Enterprise Resource Planning)Document | View File |
| Screen shots of user inter faces | View File |
| Any additional information | View File |
| Details of implementation of e-governance in areas of operation, Administration etc(Data Template) | View File |

## 6.3 - Faculty Empowerment Strategies

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

The institution conducts regular performance appraisals for teaching and non-teaching staff, promoting quality improvement through feedback and career development programs.

They are:

- On-duty leaves the facility to faculty and staff members to attend various training programmes and to participate and present papers in seminars.
- 50% Tuition Fee waived off for children of faculty & staff members for pursuing a Programme from the Institute.
- Free Group Medical Insurance.
- Book Bank and Digital Library services are available for faculty & staff members pursuing higher studies (library policy)
- Free transport facility for all employees.
- Gratuities (wherever applicable), Provident Fund (wherever applicable), and all other Government welfare schemes and measures are given.
- Subsidized food facility at mess.
- Maternity Leave for female faculty & staff members
- Annually organized Excursion Trips, Festival Celebrations, Birthday Celebration, and Spiritual mental health for the faculty and staff members
- 12 days of Casual leave and 08 days of Medical leave, 15 Days of Summer Break Leave, 12 Days of Winter Break Leave, 2 Short Leaves, Study Leave (Examination,

- **Evaluation) facility per year to the teaching staff (wherever applicable)**
- **12 days of Casual leave and 08 days of Medical leave, 15 Earned Leave (annually), 2 Short Leaves, 2 Restricted Holiday Leaves (RH) per year to the non-teaching staff (wherever applicable)**
- **Health and Wellbeing of the faculty and staff is of prime importance. Efforts are put to keep people stress free and also to make the institution where they willingly contribute to the shared goals.**

| File Description | Documents |
|---|---|
| Paste link for additional information | https://naac.imsuc.ac.in/2023-2024/6/6.3.1Link.pdf |
| Upload any additional information | View File |

## 6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

## 6.3.2.1 - Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year

**05**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | View File |

## 6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

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

**14**

| File Description | Documents |
|---|---|
| Reports of the Human Resource Development Centres (UGCASC or other relevant centres). | View File |
| Reports of Academic Staff College or similar centers | View File |
| Upload any additional information | View File |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | View File |

**6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)**

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

**67**

| File Description | Documents |
|---|---|
| IQAC report summary | View File |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers) | View File |
| Upload any additional information | View File |
| Details of teachers attending professional development programmes during the year (Data Template) | View File |

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

**Faculty Members:**

**Faculty members make an annual self-appraisal report in the**

prescribed format on their academic, administrative, and research contribution during the year. The same is submitted by the Head of the Department to the Dean/Director within the specified time period. The appraisals so made are analyzed by the Head of the Department and thereafter submitted to the Dean/Director for further evaluation. Individual meetings are held with the HoD and Dean/Director to discuss faculty achievements, strengths, areas for improvement, and future goals. Constructive feedback is provided to support career development and institutional alignment. Based on the self-appraisal reports, HoD feedback, and personal interactions, the Director/Dean consolidates recommendations and forwards them to the Management Committee. The Committee reviews and approves the appraisals, impacting promotions, increments, and other benefits.

Non-Teaching Staff:

The self-appraisal report is received every year by non-teaching staff members about contributions towards administrative, technical, or support functions. Their reporting officers or HoDs will submit such reports. Appraisals by HoD and to the Director or Registrar-Appraisal meets with Non-Teaching staff are conducted on their performance for their career development opportunities for upgrading skills. Consolidated appraisals, along with feedback and meeting outcomes, are sent to the Management Committee. The Committee approves appraisals so that it is fair and transparent.

This structured and transparent appraisal system promotes accountability, professional growth, and alignment with institutional goals, fostering a culture of excellence for both teaching and non-teaching staff.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://naac.imsuc.ac.in/2023-2024/6/6.3.1SDAppraisal-Form2023-24.pdf |
| Upload any additional information | View File |

## 6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism

| for settling audit objections within a maximum of 200 words |
| --- |

The institution has a robust mechanism for conducting regular internal and external financial audits to ensure transparency and accountability. Qualified internal and external auditors are appointed from reputable external resources to perform these audits. The internal audit is an ongoing, continuous process carried out monthly by ANDROS & Co. (Chartered Accountants). It involves an in-depth examination of financial transactions, vouchers, and records to identify any discrepancies and ensure compliance with established financial protocols.

The external audit is conducted on a quarterly basis in a detailed manner by Maheshwari R & Associates LLP (Chartered Accountants). The external auditors verify and certify the entire income, expenditure, and capital expenditure of the institution annually. They are supported by a dedicated team of staff who meticulously check and verify all vouchers and financial transactions of the year. This ensures that the financial records are accurate, complete, and comply with statutory requirements.

Both internal and external audits are conducted rigorously, and the institution promptly addresses any audit objections through a systematic mechanism. The audit findings are discussed with the management, and necessary corrective measures are implemented to resolve discrepancies effectively.

This dual-layered approach of internal and external audits helps maintain financial discipline and fosters trust among stakeholders. By adhering to regular financial audits, the institution upholds its commitment to transparency, accountability, and efficient financial management.

| File Description | Documents |
| --- | --- |
| Paste link for additional information | https://naac.imsuc.ac.in/2023-2024/4/4.1.4audited-utilization-statements.pdf |
| Upload any additional information | View File |

**6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)**

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

`400000`

| File Description | Documents |
|---|---|
| Annual statements of accounts | [View File](#) |
| Any additional information | [View File](#) |
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) | [View File](#) |

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

The Management Committee, constituted as per the prescribed guidelines, convenes regularly to formulate strategies for resource mobilization with the consent of the Management. The Committee determines the fee structure for the various programs offered by the institute. By rationalizing the student admission fee structure, the institution successfully addresses recurring expenses while also ensuring sustainable financial management. The funds generated through this process are utilized judiciously for the overall development of the institution, including the construction, upgradation, and maintenance of basic infrastructure.

Fee receipts and other financial resources are allocated based on a structured plan, formulated with inputs from the Management Committee, to ensure optimal utilization. For instance, funds required for hosting international conferences are generated from the registration fees collected from participants across the country. Similarly, the institute leverages its academic collaborations to generate additional revenue.

One noteworthy example is the fee revenue generated from participants of the NISM (National Institute of Securities Markets) certification course, conducted in collaboration with the Institute of Management Studies, Ghaziabad, and NISM (an educational initiative of SEBI). These funds are effectively utilized for paying faculty salaries and meeting operational expenses associated with running the certification program. By

adopting such diverse and strategic approaches, the institution ensures both resource mobilization and optimal utilization, thereby contributing to its holistic development and financial sustainability.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://naac.imsuc.ac.in/2023-2024/4/4.1.4audited-utilization-statements.pdf |
| Upload any additional information | View File |

## 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

The Internal Quality Assurance Cell (IQAC) at the institute plays a pivotal role in institutionalizing quality assurance strategies and processes. The IQAC meets regularly to evaluate, strategize, and recommend key quality initiatives for approval by the relevant authorities. Some of its significant contributions include:

- The IQAC prepares and submits the Annual Quality Assurance Report (AQAR) and Self-Study Reports required for various accreditation bodies, including NAAC, NIRF, ARIIA, ISO 9001:2015, and UGC 12B compliance.
- A Performance-Based Appraisal System was institutionalized to ensure career advancement for faculty. Initiatives such as the "Best Teacher Award" were introduced to recognize and reward teaching excellence.
- Comprehensive feedback mechanisms were established to analyze input from stakeholders (students, faculty, parents, and alumni). The feedback was systematically processed, and results were shared transparently with actionable recommendations for improvement.
- Periodic internal academic and administrative audits were conducted to review performance and ensure conformity with institutional objectives. Action Taken Reports (ATRs) were systematically prepared and implemented.
- In alignment with the New Education Policy (NEP) 2020, the curriculum was restructured to prioritize Outcome-Based Education (OBE). Emphasis was placed on skill development through experiential learning, and

interdisciplinary approaches in teaching and learning were fostered.

- The IQAC spearheaded initiatives for faculty development, adoption of innovative pedagogy, and integration of ICT tools for enhanced teaching-learning processes.

By embedding these practices, the IQAC has significantly contributed to the continual improvement of academic and administrative standards, ensuring the institution remains a leader in quality education and stakeholder satisfaction.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://naac.imsuc.ac.in/2023-2024/6/6.5.1-SD.pdf |
| Upload any additional information | View File |

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

The institution has implemented robust quality assurance mechanisms under the Internal Quality Assurance Cell (IQAC) and Academic Monitoring Committee to periodically review and enhance its teaching-learning process, operational structures, and learning outcomes. The following initiatives demonstrate the systematic review process and incremental improvements:

1. Academic Audit and Evaluation: Regular academic audits are conducted as per the prescribed norms to ensure adherence to quality standards. These audits include curriculum delivery, teaching methodologies, and evaluation processes.
2. Transparency in Assessment: Students are encouraged to participate in the review of their performance through the display and discussion of answer scripts. This approach fosters accountability and provides clarity in assessments.
3. Mentoring and Counseling Programs: Monthly mentoring sessions are organized to address academic and personal challenges faced by students, enabling continuous performance improvement.
4. Adoption of Best Practices: The institution stays updated on contemporary quality benchmarks by engaging with

academic articles, participating in seminars, and conducting inter-institutional visits to reputed A++ grade universities.

5. Stakeholder Feedback Mechanism: Feedback from students, faculty, alumni, and employers is systematically analyzed. The insights are shared with relevant stakeholders, and actionable changes are implemented to enhance teaching-learning outcomes.

6. Documentation and Dissemination: Programs and activities promoting quality improvement are meticulously documented and published on the institutional website, ensuring transparency and accessibility.

7. Outcome-based Review: Periodic reviews of learning outcomes are carried out to assess the effectiveness of pedagogical strategies and curricular reforms. Incremental progress is recorded and celebrated, fostering a culture of continuous improvement.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://naac.imsuc.ac.in/2023-2024/1/1.4.1-1.4.2Summary-Feedback-Final-(AcademicYear2023-2024).pdf |
| Upload any additional information | View File |

| | |
|---|---|
| **6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)** | A. All of the above |

| File Description | Documents |
|---|---|
| Paste web link of Annual reports of Institution | https://naac.imsuc.ac.in/2023-2024/2/Annual-Report-2023-24.pdf |
| Upload e-copies of the accreditations and certifications | View File |
| Upload any additional information | View File |
| Upload details of Quality assurance initiatives of the institution (Data Template) | View File |

**INSTITUTIONAL VALUES AND BEST PRACTICES**

**7.1 - Institutional Values and Social Responsibilities**

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

**The institute is a co-educational institution, which makes it to remain vigilant about different issues related to gender. Several steps and initiatives are taken for gender sensitization and treat all human as an equal entity. The Institutehas the credit of creating gender sensitive environment. The academic ambience promotes sensitivity and respect for each other. All academic and non-academic programmes offered are common to all- irrespective of genders without any bias or reservation. In addition, Awareness and training programmes are conducted on rights, protection from domestic/social violence, and gender sensitivity to all the students at the institute.**

**Institute ensures the participation of women students in intra and inter-institutional competitions and cultural activities. They are active members of cultural and sports committee of Institution, participate in all cultural festivals and sports competitions, etc.**

| File Description | Documents |
|---|---|
| Annual gender sensitization action plan | [https://naac.imsuc.ac.in/2023-2024/7/Annual-gender-sensitization-Action-plan.pdf](https://naac.imsuc.ac.in/2023-2024/7/Annual-gender-sensitization-Action-plan.pdf) |
| Specific facilities provided for women in terms of:a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | [https://naac.imsuc.ac.in/2023-2024/7/Safety-security.pdf](https://naac.imsuc.ac.in/2023-2024/7/Safety-security.pdf) |

| | |
|---|---|
| **7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures   Solar energy          Biogas plant Wheeling to the Grid   Sensor-based energy conservation Use of LED bulbs/ power efficient equipment** | **B. Any 3 of the above** |

| File Description | Documents |
|---|---|
| Geo tagged Photographs | [View File](#) |
| Any other relevant information | [View File](#) |

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management  Waste recycling system Hazardous chemicals and radioactive waste management

**Solid Waste & Garbage collection:**

**Garbage collection bins has been placed all over the campus at strategic locations to collect garbage and helps in keeping campus clean and green.**

**Garbage Disposal system: Segregation of garbage into different categories with classification for Paper, Cloth, Plastic & Food waste and disposing.**

**Liquid waste management/Sewage Treatment Plant water recycle**

**The Institute is having a Sewage Treatment Plant, as per the process wastewater and sewage are supplied to the primary tank, where the solids and liquids disperse. The resulting liquor**

flows into the bio zone chamber. In the chamber, a pump airs the waste and encourages friendly bacteria to condense the organic matter. This breaks down and purifies the result.

As it leaves the final waste chamber, the waste leftover is 95% clean and ready for dispersal into Plants.

E-waste Management & Hazardous Waste Management:

Maintenance and admin department takes care of waste material such as computers, laptops etc. E-waste is handed over to Resource E waste Solutions Pvt. Ltd. (UKPCB/HO/CON/R-922023/176), which is processed by them as per norms.

Waste recycling system:

The institute has installed Sanitary Napkins Disposal Machine where as per the process, the used napkins are continuously putted in the machine and door is closed. After some time, degraded by continuous burning process finally converting into possible ash.

| File Description | Documents |
|---|---|
| Relevant documents like agreements / MoUs with Government and other approved agencies | View File |
| Geo tagged photographs of the facilities | View File |

| **7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus** | B. Any 3 of the above |
|---|---|

| File Description | Documents |
|---|---|
| Geo tagged photographs / videos of the facilities | View File |
| Any other relevant information | View File |

| **7.1.5 - Green campus initiatives include** | |
|---|---|
| **7.1.5.1 - The institutional initiatives for greening the campus are as follows:** <br><br> 1. **Restricted entry of automobiles** <br> 2. **Use of bicycles/ Battery-powered vehicles** <br> 3. **Pedestrian-friendly pathways** <br> 4. **Ban on use of plastic** <br> 5. **Landscaping** | **A. Any 4 or All of the above** |

| File Description | Documents |
|---|---|
| Geo tagged photos / videos of the facilities | [View File](#) |
| Various policy documents / decisions circulated for implementation | [View File](#) |
| Any other relevant documents | [View File](#) |

| **7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution** | |
|---|---|
| **7.1.6.1 - The institutional environment and energy initiatives are confirmed  through the following 1.Green audit 2. Energy audit  3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities** | **A. Any 4 or all of the above** |

| File Description | Documents |
|---|---|
| Reports on environment and energy audits submitted by the auditing agency | [View File](#) |
| Certification by the auditing agency | [View File](#) |
| Certificates of the awards received | [View File](#) |
| Any other relevant information | [View File](#) |

| **7.1.7 - The Institution has disabled-friendly, barrier free environment Built** | **A. Any 4 or all of the above** |
|---|---|

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

| File Description | Documents |
|---|---|
| Geo tagged photographs / videos of the facilities | [View File]() |
| Policy documents and information brochures on the support to be provided | [View File]() |
| Details of the Software procured for providing the assistance | [View File]() |
| Any other relevant information | [View File]() |

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

Institution is continuously working towards betterment of society by carrying out many social programmes, which inculcate tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. Some of these activities are

- Cultural Programmes: Various cultural programmes including singing, dance, dramas and Annual fest Pulse were conducted by various Club Members.

- The Program for increasing awareness amongst the volunteers through the following themes: like, blood donation, Tree plantation, cloths distribution, Animal Rights Awareness drive, International Yoga day, Road safety, Cloths Distribution, POSH act, Mere Maati mera Desh and Importance of education , were conducted by NSS Volunteers.

| File Description | Documents |
|---|---|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | [View File](#) |
| Any other relevant information | [View File](#) |

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

The institute undertakes various activities to sensitize students and employees to constitutional values, rights, duties, and responsibilities, fostering the development of fundamental values among the youth, faculty, staff, and the extended community. Awareness programs are organized through operational clubs, including initiatives like the Road Safety Campaign (Oath Ceremony), Animal Rights Awareness Drive, Meri Maati Mera Desh, International Girl Child Day Awareness Drive (POSH Act), and Warm Cloth Distribution for the underprivileged.

1.  The institute regularly celebrates Independence Day, Meri Maati Mera Desh, Republic Day, Teachers' Day, and the birthdays of eminent social reformers and freedom fighters.

2.  It operates 21 clubs, all managed entirely by students.

3.  International Yoga Day is celebrated annually on 21st June, featuring distinguished celebrities from the field.

4.  National Pollution Control Day (2nd December 2023) and World Environment Day (5th June 2023) were celebrated to instill environmental responsibility among the youth and promote awareness of the ecosystem.

5.  The institute organized an enlightening talk on women empowerment.

6.  The IMS GREENS initiative promotes environmental sustainability through plantation drives.

7.  Hindi Diwas was celebrated with enthusiasm, featuring

poetry recitations, debates, and cultural performances.

| File Description | Documents |
|---|---|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | http://naac.imsuc.ac.in/2023-2024/7/7.1.9 R-link-1.pdf |
| Any other relevant information | https://naac.imsuc.ac.in/2023-2024/7/7.1. 9activity-calander.pdf |

| **7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized** | A. All of the above |
|---|---|

| File Description | Documents |
|---|---|
| Code of ethics policy document | View File |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims | View File |
| Any other relevant information | View File |

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

Every year, Institute of Management Studies, Ghaziabad celebrates Days of National Importance like Independence Day and Republic day with fervour and festivity. Important Days of

National and International events like International women's Day, International Yoga Day, International dance day, including festivals like Diwali, Christmas, Lohri and Employees and students Birthday celebration are also celebrated meaningfully. The institution celebrates these days of national importance to recall the events or contribution of our leaders in building the nation and to induce the feeling of social cohesion and national solidarity.

NSS wing of college is regularly involved in leadership development and motivating the students for social work. This has become evident by participation and carrying out of Republic Day programme by college's NSS cadets.

The Institute is very active on social media and propagates regular messages on all the National & International commemorative days, events, and festivals.

| File Description | Documents |
|---|---|
| Annual report of the celebrations and commemorative events for the last (During the year) | View File |
| Geo tagged photographs of some of the events | View File |
| Any other relevant information | View File |

## 7.2 - Best Practices

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

BEST PRACTICE 1

Title of the Practice: EWL Earn while learn

Objectives of the Practice:

It provides learning opportunities such as Photography, Videography, Video Editing, Graphic Designing, and Content Writing. It gives a platform to give immense opportunities to learn, get trained along professionals and earn money while they are learning.

Context:

EWL is to craft its members with the motive of inculcate the students with several technical and management skills to be working in the corporate. The motive for starting this department was to inculcate students with skills like teamwork, unity, discipline, and management which will help them in working in the corporate sector and facing cutthroat competition.

**The Practice:**

The program is designed that works for the institute in photography & videography team which captures all the events like fests, seminars, conferences, etc. precisely through their lens. The graphic designing team uses their creative skills to convey the message through their amazing posters. The content writing team writes all the content that is to be posted on all social media platforms.

**Evidence of Success:**

It inculcates students in a professional environment and prepares them for the competitive arena. Our alumni base, includes Professional Photographers, Graphic Designers, Editors, etc., is evidence of successful strengthening.

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | https://naac.imsuc.ac.in/2023-2024/7/7.2.1best-practice-link1.pdf |
| Any other relevant information | https://naac.imsuc.ac.in/2023-2024/7/7.2.1other-information-cpk-workbook.pdf |

## 7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

The institute takes pride in fostering a culture of appreciation, empowerment, and inclusivity through its distinctive activities. One of the most notable practices is the Shikshak Samman, Samaroh an initiative to honor the relentless efforts of educators. This program recognizes teachers for their dedication, innovative teaching methods, and

impactful contributions, thereby motivating them to continue shaping young minds with passion and purpose.

Another hallmark is the Faculty Awards, where outstanding faculty members are acknowledged for their outstanding achievements in academics, research, and leadership. These awards highlight their commitment to excellence and serve as inspiration for others to strive for higher standards.

The institute also champions gender inclusivity through initiatives aimed at women faculty empowerment. Dedicated programs and awards celebrate the contributions of women educators, fostering a supportive environment that encourages their professional growth and leadership.

Additionally, the institute ensures a sense of belonging and camaraderie by celebrating employee birthdays. This gesture, though simple, fosters interpersonal bonds, boosts morale, and strengthens team spirit.

These distinctive activities reflect the institute's commitment to creating a thriving and inclusive community that values its members and their contributions to the organization's growth and success.

| File Description | Documents |
|---|---|
| Appropriate web in the Institutional website | [View File](#) |
| Any other relevant information | [View File](#) |

7.3.2 - Plan of action for the next academic year

- Apply for research projects to secure funding under Quality Improvement Schemes.
- Increase the number of faculty with Ph.D. qualifications.
- Promote a research culture among students.
- Organize FDPs, MDPs, conferences, seminars, and workshops in various disciplines.
- Conduct soft skills training sessions for every student.
- Upgrade existing infrastructure by converting classrooms into smart classrooms.

- Establish formal linkages with industries and academic institutions through MoUs.
- Enhance employability skills through certification programs from reputed institutes.
- Encourage faculty research to generate patents and quality publications.
- Expand the digital library with access to international e-journals and databases.
- Include the in-house journal, IJBRE, in the UGC CARE list.
- Integrate ICT and flipped classrooms for enriched blended learning.
- Strengthen alumni engagement through interactive initiatives.
- Achieve an NIRF ranking below 200 by improving student outcomes, placements, and research.
- Develop innovation, pre-incubation, and incubation centers on campus.
- Partner with other institutions for co-incubation support.
- Secure funding for start-ups through incubation facilities.
- Attain A++ grade accreditation from NAAC.
- Enhance campus placements through industry linkages and expert sessions.
- Encourage students to work on real-time industry projects.
- Conduct annual academic and administrative audits.
- Foster entrepreneurial skills to prepare students for business and corporate challenges.
- Monitor and enhance quality assurance and improvement activities.