



# **SELF STUDY REPORT**

**FOR**

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

**INTERNATIONAL MANAGEMENT INSTITUTE -  
KOLKATA**

IMI KOLKATA 2/4C JUDGES COURT ROAD ALIPORE KOLKATA  
700027

<https://www.imik.edu.in>

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**September 2023**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

International Management Institute Kolkata established in 2011 situated in eastern India's state of West Bengal at the heart of the city of Kolkata, is the corporate-sponsored, standalone business school approved and regulated by AICTE. IMI Kolkata offers 2-year full-time MBA program (Post Graduate Diploma in Management - PGDM) approved by AICTE.

The flagship PGDM program is **accredited by NBA** (National Board of Accreditation) since 2016. In addition, IMI Kolkata has been accredited by international bodies like Association of MBAs (**AMBA**). IMI Kolkata has taken the membership of **AACSB and EFMD**. The institute has also received an **MBA equivalence** of the PGDM programme from the Association of Indian Universities (AIU). As per National Institutional Ranking Framework (NIRF) 2023 IMI Kolkata has been ranked 70 amongst 776 management institutes in India. IMI Kolkata is also a part of the **Study in India** (SII) program of the Government of India. IMI Kolkata as SII partnering institute can enrol international students in its full-time PGDM program. Partnering with SII is a voluntary exercise and fee waivers are offered to overseas students.

The *National Education Policy 2020* envisions a robust education system with the core principles of having universality and inclusivity in access, transparency, quality, mentoring, assessment reforms, internationalization, industry-collaborated value-added courses, multi-disciplinary, holistic and synergistic approach in design, and above all, an outcome-based learning approach at the heart of its curriculum. IMI Kolkata strongly believes in, nurtures all of these, and aligned its vision and mission towards that end. Apart from this, IMI Kolkata strongly acknowledges the unique role of educational institutions in intertwining growth and sustainable development toward fulfilling SDG 2030.

With its relentless effort towards finding a balanced mix of cutting-edge and traditional pedagogic tools, IMI Kolkata has designed a truly conducive outcome-based learning ambience. Its uniqueness lies in its mechanism designs to imbibe knowledge, while at the same time inculcating value-driven self-esteem and professionalism for the holistic development of the students.

### **Vision**

To be a premier management school with a global outlook for achieving excellence in knowledge creation and dissemination.

International Management Institute Kolkata: Vision & Mission Link

### **Mission**

To develop responsible, globally aware, socially sensitive, value-driven, articulate leaders with critical thinking skills, an entrepreneurial and innovative mindset.

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

### Institutional Strength

#### Strengths of IMI Kolkata

- **Ability, commitment and zeal:** IMI Kolkata takes pride in its experienced faculty members with Ph.D. degrees from institutes of eminence and repute, who actively publish in top-tier international journals. Integration of professionally qualified faculty is ensured through innovative measures such as faculty development process, incentivizing research publications, engaging faculty to mentor students, involvement in several administrative committees of IMIK. IMI Kolkata is committed to the development of globally aware, socially sensitive, value driven leaders with critical thinking skills, having an entrepreneurial and innovative mind-set.
- **Cooperation, coordination and synergies:** IMI Kolkata being a leading corporate sponsored business school boasts of having governing board comprising corporate leaders to guide IMI Kolkata towards realizing its vision and mission. The Institute maintains a strong connect with its alumni which includes apprising them of the recent developments, ranking, accreditations, sending newsletter etc. Alumni are invited to interact with the students during the Orientation week, to mentor the existing students for recruitment preparation, and provide guidance for job opportunities. IMI Kolkata actively collaborates with the other IMI campuses by facilitating faculty exchange as well as collaboration on research projects.
- **Infrastructure and resources:** IMI Kolkata has world class physical infrastructure which includes sophisticated IT infrastructure, common accessible drives on Local Area Network, ERP (OLT) which is used extensively for course evaluation and e-resources. The library is fully automated with wide range of stock of about 8600 + books and more than 23900 E-books. The periodical titles are available electronically through Business Source Complete-EBSCO, EMERALD and Science Direct. An extensive collection of “Database and Citation Database” is available, like: EMIS, Prowess IQ, Bloomberg Financial Lab, Web of Science and Scopus Citation Database. Institutional membership of National Digital Library. MHRD initiative NEPTel and SWAYAM is also available for young aspirants.
- **Innovative, strategic and adaptive:** IMI Kolkata is committed to build tomorrow’s business leaders. IMI Kolkata designed several inclusive policies and quality building framework to accommodate students from various strata, incorporating inputs from its rich network.

### Institutional Weakness

#### Weakness of IMI Kolkata

- The institute has many global academic collaborations with top ranked institutes across France, UK, Finland, China, USA, Brazil, Bangladesh, Mexico among others. However, only a few collaborations are active though new collaborations with University of Bradford, Liverpool Business School and Montpellier University in 2022 and 2023 which are expected to be more active. Even though IMI Kolkata has signed MOUs with various counterpart institutions for collaborative research, only a few books and research papers have come out of these agreements.
- **External / Government research Funding:** As already mentioned IMI Kolkata is an autonomous self-funded institute. In order to maintain the high quality of research and academic output the only source of income is the revenues generated from fees of the students. Even though the Institute has attracted some funding for conferences and training programs from AICTE and other bodies, the crux of expenses is borne by the student fees.

## Institutional Opportunity

### Opportunities for IMI Kolkata

- **Improvement in institutional ranking and accreditation:** Since inception IMI Kolkata has consistently put strategic effort to be ranked among top business schools in India, and the youngest fast growing corporate-backed business school in the Eastern zone of India. IMI Kolkata strives to improve its ranking year after year with strategic and innovative mechanism designs.
- **Improvement in Placements:** IMI Kolkata has been able to achieve 100% placements with increasing median salaries. The focus is on to provide quality placements in the emerging sectors with better roles and higher CTC.
- **Addition of New Courses:** Given the innovative, dynamic and research strength of faculty members, the Institute can add a few second-generation courses – either in collaboration with industry or as standalone courses. This will instill a good mix of skill-backed knowledge and managerial potential in the students to make them market-ready for the AI and data driven world.
- **Greater Institute Industry Interface:** In recent years IMI Kolkata has developed an impressive array of industry connections and has invited a multitude of speakers from the industry to interact with the students. Being located at the heart of the city Kolkata, overtime internships and live projects have significantly improved in terms of quality and quantity.
- **Focus on Corporate Training, FDP, consultancy and international research collaboration:** IMI Kolkata has mechanisms to understand the emerging trends and new courses are co-created jointly with the industry to meet the requirements of the corporate world, and the institute has a number of executive development programmes for its industry partners. Some of the key clients are LIC, CESC, PCBL, GRSE, Axis Bank, Bank of Baroda, and others. The institute also offers long-term certificate programme for executives of PCBL and CESC Ltd. , the Post Graduate Certificate in Financial Markets' is a specialized 11 months' weekend online programme that provides a comprehensive understanding of the various products and functional domains of financial markets. The programme is offered in collaboration with NSE Academy. With the dynamic collaborative networking efforts with the corporate, academic and policy world IMI Kolkata has huge untapped potential in effectively delivering consultancy and management development programmes.

## Institutional Challenge

**Generating industry sponsored research and consultancy:** IMI Kolkata has a system of providing internal research grants on a case-by-case basis. However, to expose faculty members to the world of practice and focus also on practice driven research, faculty members are encouraged to seek external funding. In the last 5 years external funding has been received for research both from the government as well as from company sponsorship. Government funding sources include UGC-UKIERI, Ministry of Corporate Affairs, Ministry of Environment, Forests and Climate change and others. Company sponsorship for research has been received from a large corporate.

It is challenging to procure industry sponsored research in the present environment. Industry sponsored research has two main sources – industry regulators/ grant giving agencies or the corporate sector. The only other source i.e. corporate sponsored research is quite few in India in the context of a privately managed business school.

**Development of in-class MDP Programmes:** Locational issues influence the MDP development of IMI Kolkata.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

The curriculum for the PGDM programme of IMI Kolkata is based on Outcome Based Education (OBE) learning strategy. Under the same strategy, the institute has developed Programme Outcomes (POs) for the PGDM programme which are derived from the institutional vision and mission. Following the cognitive learning principles as mentioned in Bloom's Taxonomy (from lower-order thinking to higher-order thinking), the Course Outcomes (COs) of each course are formulated and the same is mapped with the pre-established POs.

The courses are offered in such a way so that the learning outcomes are relevant to the existing industry demands and are evolving, flexible enough to cater to the changing needs at the local, national, and global levels. The courses are designed to align with the NEP's mission of employability and skill development. The **state-of-the-art technology-based learning and cutting-edge second-generation** courses such as Business Analytics, blockchain management, AI for Decision Making, Lean Six Sigma, etc., are offered by the institute. In the first year students are given a holistic understanding of all the core areas of management. Students can opt for specializations in the domain of Finance, Marketing, OBHR, Operations Management & Quantitative Techniques, Management Information Systems & Analytics, Economics, and Strategy Innovation & Entrepreneurship. To give industry exposure, the institute makes it mandatory for all students to undertake internships under the 'Summer Internship Project' (SIP). The Institute collects reviews and feedback on the course curriculum from its stakeholders like students, alumni, industry, and faculty members to improve course curricula.

### Teaching-learning and Evaluation

IMI Kolkata believes that outcome-based managerial learning should involve practical experience-based learning of managerial perspectives that will help build adaptive decision-making skills, which are crucial for developing business leadership. In addition to the conventional time-tested lecture method IMI Kolkata also

uses the following **student-centric approaches** for instructional methods. A) Case-based learning: To solve the delineated problems and develop effective templates for business problem-solving. Case method of teaching is harnessed as a critical learning tool, B) Experiential Learning using e-Journal and Financial Database with real-life data, C) SIP and Live Projects, D) Global Classrooms: using modern ICT technology students learn through different summits, Guest Lectures, Webinars etc., E) Leadership Building and Emphasis on Indian Business Models: Courses at IMI Kolkata appropriately pick up such examples and motivate the students evolving world-class models from India.

Besides, IMI Kolkata designs customized methodologies to support weak and bright students. Tutorial Sessions are arranged for such students as per their requirements. Improvement tracking for these students are done by assessing the evaluation component-wise assessment report given by faculty.

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

A strong enabling culture is necessary to encourage faculty to publish in high-quality peer-reviewed journals. International collaborations in research are an important component of internationalization, which are useful for accreditations, and broaden the scope of research areas. To facilitate all of this, the institute has a separate department for Research which is advised by the Research and International Relations Committee with a Dean as its Chairperson. This office monitors faculty research and the institute has a process for tracking the progress of the research pipeline every quarter. This committee is also responsible for approving requests for research grants and conference travel as per the travel policy of the institute. The institute's research agenda is also centered on various research centers. The **centers** are namely – Bharat Blockchain Network, Centre for Supply Chain Excellence, Centre for Corporate Governance and Social Responsibility, Centre for Data Science and Management, and Centre for Financial Services & Research. New centers of excellence - Environmental Stewardship and Sustainable Initiatives and Holistic Development have been initiated.

As per policy research and publications, the agenda is metric-based and guided by indexes. The institute has a policy for incentivizing research publications for faculty members. The research incentive policy looks at the quantity and quality of papers classified by well-accepted indexes (FT50, Scopus, Web of Science, ABDC, ABS) and incentives vary from USD 24,422 to USD 1,832. The research incentives are comparable with similar business schools in the country. To promote research, faculty members have a minimum stipulated course load of only 5 courses in a year (30 hours x 5) = 150 hours. The rest of the time is expected to be devoted to research with some time allocated for training and institute building. This course load is also research linked with a one-course reduction per paper published in an A+ category journal and two-course reductions per paper published in A-STAR category journal.

### **Infrastructure and Learning Resources**

The IMI Kolkata campus is centrally located in the city and equipped with state-of-the-art infrastructure, academic, and residential facilities. The institute offers not only a scholarly and professional ambience but also a fulfilling campus life necessary for the all-around development of the students. The campus buildings are separated into an academic block and a residential block. The academic block is centrally air-conditioned with spacious lecture halls, equipped with the latest audio-visual teaching aids and wireless laptops for students to access the IMI Kolkata intranet. The residential block houses single and double-occupancy hostel rooms for students. The campus is equipped with the newest technology to ensure that the students receive a world-class environment to harness their capabilities. This includes Wi-Fi connection enabling mobile computing in all

areas, including the Hostel rooms, classrooms, and canteen. A 655 Mbps, round-the-clock high-speed internet connection is available on campus. The IT infrastructure of IMI Kolkata consists of the computer lab, 9 servers, and 187 computers. The academic block consists of spacious Classrooms, Dr. R P Goenka Auditorium, Computer Centre, Conference Rooms, Library, Faculty Chambers, and Administrative Office. All lecture halls have access to the latest presentation equipment such as Multi-media Projector laptops notebooks/Computers, Internet and Intranet Connectivity, and a State-of-the-Art Sound System providing for a unique/wholesome complete classroom experience.

Library and Information Service at IMI Kolkata offers access to a wide range of both printed and electronic resources, fully automated with a wide range of stock of about 8600 + books and more than 23900 E-books (EBSCO E-Book Business Collection, Sage E-Vidya selected titles) covering related areas of business and management. The periodical titles subscribed (online + hardcopy versions) are available electronically through Business Source Complete-EBSCO, EMERALD and Science Direct Article (Prepaid articles). An extensive collection of "Database and Citation Database" is available, like EMIS, Prowess IQ, Bloomberg Financial Lab, Web of Science, and Scopus Citation Database. Library membership with DELNET, British Library, and IIM-Calcutta to access a wide range of rare books, training videos, etc. Institutional membership of National Digital Library. MHRD initiative NEPTEL and SWAYAM is also available for young aspirants.

### **Student Support and Progression**

With the motto of building socially sensitive, global leaders for tomorrow IMI Kolkata grooms the students to become effective leaders. IMI Kolkata strictly believes in student diversity in terms of all possible social indicators class, creed, religion, and also the region, and gender. Student orientation at IMI Kolkata helps new students get familiarized with the campus and academic environment. The orientation program is usually organized at least 10 days before the start of the new session and is designed to provide students with information about the school's resources, policies, procedures, and expectations. During the orientation week, they receive support services such as career counseling, academic advising, etc. Also, guest lectures are conducted by industry personnel to provide the students with an understanding of the corporate world. IMI Kolkata conducts sessions on 'Universal Human Value' to help the student see the need for developing a holistic perspective on life. The sessions help to sensitize the student about the scope of life – individual, family, society, and nature/existence, strengthening self-reflection and developing more confidence and commitment to understand, learn and act accordingly.

IMI Kolkata offers a 100% tuition fee waiver under the Economically Weaker Section category. We have offered scholarships under the categories like merit, girl child, covid warrior dependent, children of armed forces service people, applicants from northeastern states of India, and tier 2 and tier 3 cities of India. The Institute conducts capacity development activities in the area of soft skills language and communication skills regularly. IMI Kolkata has 100% placement. Students participate in inter-college sports and cultural activities and win awards for their outstanding performances. The Alumni meets conducted at frequent intervals, support the Institute in terms of curriculum enrichment and student placements.

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

The IMI Kolkata governing body comprises eminent academicians and top industry leaders who provide valuable guidance to realize the goals of the institution. Shared governance is valued in IMI Kolkata. Participatory management practices, both bottom-up and top-down approaches are used for effective decision-

making. The institute's governing structure consists of internal and external Advisory Boards and Committees to facilitate stakeholder involvement in the strategic planning process. These Boards and Committees uphold the mission of the institute as the guiding principle in all decision matters. IMI Kolkata's Academic Council, Curriculum Committee, and Grade Moderation Committee look after the issues related to academic rigor and integrity. Internal Complaints Committee, Sexual Harassment Committee, etc., are formed for addressing issues related to the well-being of women employees and students. Faculty committees are empowered to take independent decisions relating to their areas of operations. The Minutes of Meetings are shared via email and all policy documents are also available on the intranet page. The Academic Advisory Council meets regularly to ensure that values are upheld and mission is achieved.

The Internal Quality Assurance Cell (IQAC) plays a catalytic role and interacts to design and brainstorm on optimal utilization of key inputs for quality deliverables and outcomes in terms of all possible parameters. The objectives of IQAC are (a) to develop a system for conscious, consistent, and catalytic action to improve the academic and administrative performance of IMI Kolkata and (b) to promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices. The IQAC meetings are organized every quarter to ensure the timely, efficient, and progressive performance of the academic, research, administrative, and other operations of the institute. Suggestions given by the committee members are effectively implemented by the concerned departments and the action taken report is presented in the subsequent meetings to meet the quality benchmarks.

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

Social inclusivity and community respect the core values of IMI Kolkata. To make the institute a sustainable workplace IMI Kolkata designs curriculum and **green HR practices** to make it a sustainable workplace. The **Mentor-Mentee** system of faculty and student interaction facilitated instilling self-confidence. Students work under the mentorship of faculty members at the time of summer internship, hands-on courses among the students on entrepreneurship (Local Business Accelerator or New Venture Development). For emotional and psychological support during the two years journey, students are assigned to faculty members who can guide them in the appropriate direction. In case of any serious concern, the same is directed to the program office for necessary professional support. Several **club activities** help students to better understand the role of responsibility and be socially sensitive, and value-driven individuals. As a leading business school, **IMI Kolkata acknowledges its role towards protecting, promoting, and restoring sustainable usage of terrestrial ecosystems for achieving SDG targets**, specifically SDG 6 (clean water and sanitation), SDG-7 (clean and affordable energy), and SDG 13 (climate action). Since the very beginning of its journey, IMI Kolkata embraced building scope for environmental mitigation practices, since it will create a win-win situation for a better tomorrow. IMI Kolkata is preparing for Green Audit, the auditor is chosen from NAAC approved NABCB list. This is because not only it upholds financial savings via optimal resource usage, but also it gives teachers and students opportunity to develop ownership towards creating visible social impacts. Towards innovative practices IMI Kolkata's incubation center "NEEV" mentioned in the Alignment of mission with the PGDM programme. Faculty members of IMI Kolkata are part of several Government initiatives that serves the society, e.g. ATAL Tinkering Lab, ATAL Innovation Mission, ATAL FDP, Events on Azadi Ka Amrit Mahotsav, Swach Bharat Abhiyan etc. In the COVID period, IMI Kolkata in association with Woodlands Hospital operated the COVID Vaccination center within the IMI Kolkata campus for the public.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	INTERNATIONAL MANAGEMENT INSTITUTE - KOLKATA
Address	IMI Kolkata 2/4C Judges Court Road Alipore Kolkata
City	Kolkata
State	West Bengal
Pin	700027
Website	<a href="https://www.imik.edu.in">https://www.imik.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Mohua Banerjee	033-66529600	9874684991	-	m.banerjee@imi- k.edu.in
Associate Professor	Sahana Roy Chowdhury	033-66529669	9873835021	-	s.roychowdhury@i mi-k.edu.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of	03-08-2011

'Autonomy'	
Date of grant of 'Autonomy' to the College by UGC	01-01-1970

<b>University to which the college is affiliated</b>		
<b>State</b>	<b>University name</b>	<b>Document</b>
No contents		

<b>Details of UGC recognition</b>		
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>
2f of UGC		
12B of UGC		

<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
AICTE	<a href="#">View Document</a>	15-05-2023	12	Renewed every year

<b>Recognitions</b>	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	IMI Kolkata 2/4C Judges Court Road Alipore Kolkata	Urban	2.71	26090

## 2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No. of Students Admitted
PG Diploma recognised by statutory authority including university	PGDM, Management, Business Management	24	Graduation & Entrance (CAT, XAT & GMAT)	English	180	180

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

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	5				8				15			
Recruited	3	2	0	5	4	4	0	8	9	3	0	12
Yet to Recruit	0				0				3			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				28
Recruited	18	10	0	28
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	4	0	0	4
Yet to Recruit				0

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	2	0	4	4	0	8	3	0	24
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	0	0	1
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>	<b>Others</b>	<b>Total</b>
		21	8	0	

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
PG Diploma recognised by statutory authority including university	Male	29	75	0	0	104
	Female	22	63	0	0	85
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	8	5	2	1
	Female	2	2	0	1
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	1	0	0
	Others	0	0	0	0
OBC	Male	14	9	7	7
	Female	6	2	5	6
	Others	0	0	0	0
General	Male	105	96	76	89
	Female	76	73	41	81
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		211	188	131	185

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

<b>Department Name</b>	<b>Upload Report</b>
Management	<a href="#">View Document</a>

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The NEP envisions a robust education system by the core principles of having inclusivity in access while maintaining quality. International Management Institute Kolkata (IMIK) strongly believes in, nurtures all of these and aligns its vision and mission towards that end, and offers courses that are industry-collaborated value-added multi-disciplinary with a
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	<p>holistic and synergistic approach. The PGDM programme of IMI Kolkata is primarily driven by the industry need. It also incorporates the local, regional, national, and global developmental needs which is clearly reflected in the Programme Outcomes (POs), and Course Outcomes (COs) of the programme offered by IMI Kolkata. IMI Kolkata ensures that all academic activities are consistent with institutional vision and mission statements. The state-of-the art technology-based learning and cutting-edge second generation core course curriculum such as business analytics, block-chain, AI, lean six sigma etc., are offered as specialization and elective courses under the domains Finance, Marketing, HRM, Operations, IT, Economics and Strategy. Also cross-coded multi-disciplinary courses are offered, e.g., Business Forecasting.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The NEP envisions a robust education system by the core principles of having inclusivity in access while maintaining quality. IMI Kolkata (IMIK) strongly believes in, nurtures all of these and aligns its vision and mission towards that end and offers courses that are industry collaborated value-added multi-disciplinary with a holistic and synergistic approach. IMI Kolkata has active research collaboration with multiple foreign universities of repute, where faculty members engage in invited teaching assignments, and active collaborative research work. Also, students get learning exposure from different learning environments. IMIK signed MOU and has tie-ups with public universities in Europe such as Université Gustave Eiffel (UGE), Paris, France under highly competitive EU funding (Erasmus+). Under the staff mobility program (Student and faculty exchange for collaborative teaching, learning and research) students from IMIK spent a full semester at UGE, Paris during the fall semester typically, in the last couple of years. They learned from a variety of courses offered by this foreign university of repute and could build a strong network with their peers in a wide range of international areas for knowledge exchange. In this exchange program under the European Credit Transfer and Accumulation System (ECTS) incoming students' credits get adjusted with their IMIK credits under the total academic credit calculation. PGDM programme of IMI Kolkata is not only limited to classroom teaching. IMI Kolkata uses</p>



	<p>the following student centric methods: Case Based Learning, Simulation, Role Play etc. Courses of IMIK are embedded with different E Journals and databases to give students experiential learning with real life data. As a part of the evaluation process, working with an independent organization for eight (8) weeks under summer internship project is a compulsory component. This allows the students to be a part of a real organization and learn about the various aspects of work in the organization. Students are also encouraged to take up live projects from local and national level companies. Many courses have a “project component” which allows the students to work either individually or in teams to complete the component. IMIK encourages leadership building through the Leadership Initiative of student council/ clubs/ Business Thought Leadership (BTL) Series and or experiential learning programs. Also fostering entrepreneurship through Innovation Council and hand-on courses on entrepreneurship.</p>
3. Skill development:	<p>PGDM programme of IMI Kolkata is not only limited to classroom teaching. IMI Kolkata uses the following student centric methods to broaden the scope of student’s holistic skill development: 1. Case Based Learning: The key teaching pedagogy of IMI-Kolkata is the case-based teaching methodology. The case method is a participatory, discussion-based way of learning where students gain skills in critical thinking, communication, and group dynamics. 2. Simulation: Simulation as a teaching pedagogy is mainly relevant for strategy based courses. The use of simulation package allows the students to see the impact of their managerial decisions in real time on other departments and profitability of the organization. 3. Role Play: Role playing exercises encourage students to think more critically about complex and controversial subjects and to see situations from a different perspective. 4. Experiential Learning using E Journal and Financial Database : Courses of IMI Kolkata are also embedded with different E Journals and databases to give students experiential learning with real life data. 5. SIP and Live Projects: As a part of the evaluation process, working with an independent organization for eight (8) weeks under summer internship project is a compulsory component. This allows the students to</p>

	<p>be a part of a real organization and learn about the various aspects of work in the organization. Students are also encouraged to take up live projects from local and national level companies. Many courses have a “project component” which allows the students to work either individually or in teams to complete the component 6. Second Generation Core Courses: Expanded core course offerings that include Business Intelligence/ Analytic, spread sheet modelling and a Project focused Capstone course. 7. Leadership Building: IMI-Kolkata encourages leadership building through the Leadership Initiative of student council/ clubs/ Business Thought Leadership (BTL) Series and or experiential learning programs. Also fostering entrepreneurship through Innovation Council and hand-on courses on entrepreneurship. Apart from above stated initiatives, Industry visits, corporate guest lectures and continuous alumni interaction all contribute to the teaching and learning environment at IMI Kolkata.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The mission of IMI Kolkata is to develop socially sensitive, value-driven responsible leaders. To inculcate ethical values amongst the students thoroughly, IMI Kolkata incorporated Ethical Awareness as one of the Programme Outcomes which is mapped with courses. IMI-Kolkata conducts a compulsory orientation course on Universal Human Values (UHV) by AICTE-certified faculty members on UHV. Courses like Corporate Social Responsibility and Sustainability, Business Ethics, Corporate Governance, Organisational Behaviour, Sustainability and Green HRM are designed in such a manner that they reflect cross-dimensional issues of individuals, society and the corporate sector. Business and professional ethics, human values, gender equality and sensitivity, and environmental and sustainability issues are emerging issues in the corporate world. Accordingly, IMI Kolkata grooms its students to imbibe these values for the smooth progression of their professional careers both inside and outside the classroom. IMI Kolkata adopts adequate gender-sensitive policies to ensure fair representation of women in students, faculty, and staff to promote gender equality and gender sensitivity. The course curriculum has a strong emphasis on teamwork both in and outside the classroom, therefore to perform the same, students</p>

	<p>learn about empathy, compassion, care, and mutual respect for each other, which imbibes a sense of tolerance towards diversity and differences of opinion. Apart from regular teaching for enhancing experiential learning, by using modern ICT technology and the concept of 'Global Classrooms' students learn from people who are located all over the world who bring real-time insights from their industries, their customers, happenings in their local place and environment. Online courses such as Coursera, are provided to every student. In the heart of the vibrant city of Kolkata lies an esteemed institution that not only imparts knowledge but also exalts the importance of diversity and communal spirit - the International Management Institute, Kolkata (IMIK). Beyond the realm of academia, IMI Kolkata commemorates a tapestry of special days that encapsulate the very essence of its dynamic community. These occasions are not mere calendar dates; rather, they are spirited celebrations that resonate with unity, jubilation, and the profound richness of cultural heritage.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Curriculum delivery of IMI-Kolkata follows Outcome Based Education (OBE). A well-planned curriculum delivery is conducted through several phases. The Institute continuously evaluates the attainment of Program Outcomes and Course Outcomes for improving the programme. After course completion, once the final grades are published, the faculty members prepare the Assurance of Learning (AOL) report. In the AOL report faculty members has to develop Assessment Rubrics for classifying the student attainment level in terms of 'Exceed Expectation', 'Meet Expectation', and 'Doesn't Meet Expectation'.</p>
<p>6. Distance education/online education:</p>	<p>Apart from regular teaching for enhancing experiential learning, by using modern ICT technology and the concept of 'Global Classrooms' students learn from people who are located all over the world who bring real-time insights from their industries, their customers, happenings in their local place and environment. Online Courses such as Coursera, are provided to every student.</p>

## Extended Profile

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### 1 Students

#### 1.1

**Number of students on rolls year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
211	188	131	185	160
File Description		Document		
Institutional data in the prescribed format (data		<a href="#">View Document</a>		

#### 1.2

**Number of final year outgoing students year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
187	131	185	160	125
File Description		Document		
Institutional data in the prescribed format (data		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	23	24	26	26
File Description		Document		
Institutional data in the prescribed format		<a href="#">View Document</a>		

#### 2.2

**Total number of full time teachers worked/working in the institution (without repeat count) during last five years:**

**Response: 25**

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

### 3 Institution

#### 3.1

**Total expenditure excluding salary year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
1683	1189	1473	34392	2233
Other Upload Files				
1	<a href="#">View Document</a>			

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

##### 1.1.1

Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs) and Course Outcomes(COs) of the Programmes offered by the institution

##### Response:

The PGDM programme of IMI Kolkata is primarily driven by industry needs. It also incorporates the local, regional, national, and global developmental needs which is clearly reflected in the Programme Outcomes (POs), and Course Outcomes (COs) of the programme offered by IMI Kolkata. IMI Kolkata ensures that all academic activities are consistent with institutional vision and mission statements. Following are the POs of IMI Kolkata:

Programme Outcome	At the end of the programme, the students will be able to:	
PO 1	<b>Communication</b>	Communicate effectively in a business context through written reports, presentations, and interpersonal interactions.
PO 2	<b>Critical Thinking &amp; Problem Solving</b>	Demonstrate critical thinking skills by appropriate problem identification, evaluating alternatives based on multiple perspectives, and presenting innovative solutions for problem-solving.
PO 3	<b>Integrated Thinking</b>	Develop the ability to conceptualise complex business problems, apply appropriate theories, tools and techniques from various functional areas of management to support business decisions.
PO 4	<b>Leadership Skills</b>	Illustrate the role of responsible leadership in management.
PO 5	<b>Ethical Awareness</b>	Identify ethical issues and be aware of socio-cultural norms in management practices.
PO 6	<b>Global Awareness</b>	Identify the challenges faced by the organisation in the global platform for taking business

decisions.

As IMI Kolkata follows Outcome Based Education (OBE), therefore, all Course Outcomes (COs) are mapped with Programme Outcomes (POs) of IMI Kolkata, along with The Continuous Evaluation Components (CECs).

The Academic Council of IMI Kolkata includes the Academic Dean and Area Chairs from all areas of specialization, is responsible for effective programme execution and alignment with the COs with POs and Continuous Evaluation Components (CECs). The PGDM office coordinates with the faculty members and administration for smooth conduct of the classes, industry visits, guest sessions, examinations, declaration of results and other off-campus academic activities.

The Curriculum Committee is responsible for curriculum management at IMI Kolkata. The Curriculum Committee ensures continuous improvement of the PGDM Programme and achievement of the learning goals. It also keeps track of changes suggested by the AICTE and the way B-schools across the globe are progressing.

The institute conducts periodic course reviews for all courses to reflect the changing needs of industry in the context of business challenges at global, national and regional levels.

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

### 1.1.2

**The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements**

#### **Response:**

IMI Kolkata has introduced two innovative courses under entrepreneurship development, which stand out from regular pedagogical methods. There are two components of the entrepreneurship course: Local Business Accelerator (LBA), and New Venture Development (NVD).

LBA: This course on local business accelerator is focused on offering real-time exposure to PGDM students, where they can consult and help local businesses to improve their bottom line, preferably through low-cost solutions. Since, the course is field-based, no written examinations are conducted, however, there are evaluation parameters where experts from the industry evaluate to validate student effort and learnings. The objective(s) of the course are 1. Understanding the operations of small and micro businesses 2. How to improve the top and bottom line of a business 3. Widening the thinking and capabilities 4. Small Business Consulting Experience 5. Application of Class Room Learning 6. Readying students to next level business challenges. This course is of longer duration (10 months), where students put in 8 hours on an average weekly and is conducted in two phases. Phase-I covers the basic

understanding of the business and identifies the opportunity to accelerate the business. Phase-II covers the execution of the roadmap developed in Phase-I. This program has two mentors to the student teams, one from Institute i.e., Faculty and one from the company, whom they are working with. To encourage and participate equally, faculty members are in touch with the companies regularly on the progress of the project their teams are working upon.

NVD: This course aims 1. Developing an understanding of venture idea and opportunities. 2. Venture strategic market targeting, management, and planning. 3. Venture Financial Analysis and Return Projections 4. Venture Financial Needs 5. Venture Infrastructure: Product/Service and marketing considerations. 6. Venture, organizational and operational considerations 7. Venture, legal considerations 8. Venture management and development. This course is of longer duration (10 months), where students put in 8 hours on an average weekly and is conducted in two phases. Phase-I covers the identification of emerging business opportunities and finalize one idea to work upon, while Phase-II covers the execution of the idea, testing the basic market, developing the prototype. This program has two mentors, one is the faculty from the institute and the other one is a seasoned entrepreneur who is running his/her venture. There is regular interaction among the student team, faculty, and mentor entrepreneur to facilitate and develop an idea.

For skill development several courses are designed and embedded with different E Journals and databases to give students experiential learning with real life data. As a part of the evaluation process, working with an independent organization for eight (8) weeks under summer internship project is a compulsory component. Many courses have a “project component” which allows the students to work either individually or in teams to complete the component. IMI Kolkata encourages leadership building through the Leadership Initiative of student council/ clubs/ Business Thought Leadership (BTL) Series and or experiential learning programs.

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

## 1.2 Academic Flexibility

### 1.2.1

**Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years**

**Response:** 20

#### 1.2.1.1 Number of new courses introduced during the last five years:

Response: 29

**1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :**



Response: 145

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	<a href="#">View Document</a>
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1

**Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum**

**Response:**

Mission of International Management Institute Kolkata (IMIK) is to develop socially sensitive, value-driven responsible leaders. The National Education Policy 2020 envisions a robust education system with the core principles of having universality and inclusivity in access, transparency, quality, mentoring, assessment reforms, internationalization, industry-collaborated value-added courses, multi-disciplinary, holistic and synergistic approach in design, and above all, an outcome-based learning approach at the heart of its curriculum. International Management Institute Kolkata (IMIK) strongly believes in, nurtures all of these, and aligns its vision and mission towards that end. Apart from this, IMIK strongly acknowledges the unique role of educational institutions in intertwining growth and sustainable development toward fulfilling SDG 2030.

For inculcating ethical values amongst the students thoroughly, IMI Kolkata incorporated Ethical Awareness as one of the Programme Outcomes which is mapped with courses. IMI-Kolkata provides a transparent academic environment to all the faculty, staff and students and encourages all the stakeholders to adhere to a professional value system. From the Orientation to the last terms of the PGDM programme, IMI Kolkata conducts several courses as well as guest lectures that imbibe professional ethics, gender sensitivity, and human values in their conduct. IMI Kolkata conducts a compulsory orientation course on Universal Human Values (UHV) by AICTE-certified faculty members on UHV. Courses like Corporate Social Responsibility and Sustainability, Business Ethics, Corporate Governance, Organizational Behaviour, Sustainability and Green HRM are designed in such a manner that they reflect cross-dimensional issues of individuals, society and the corporate sector.

In addition, IMI Kolkata follows a zero-tolerance policy for plagiarism and violation of personal and professional ethics, which are articulated in the policy documents of IMI Kolkata and reiterated in individual course outlines. IMI Kolkata has put various mechanisms in place to ensure academic integrity.

Business and professional ethics, human values, gender equality and sensitivity, and environmental and sustainability issues are emerging issues in the corporate world. Accordingly, IMI Kolkata grooms its students to imbibe these values for the smooth progression of their professional careers both inside and outside the classroom. Students are encouraged to take part in plantation drives, promotion of environmental causes, Swachh Bharat Mission initiatives, and collaborating with various NGOs and corporates in their CSR activities.

IMI Kolkata adopts adequate gender-sensitive policies to ensure fair representation of women in students, faculty, and staff to promote gender equality and gender sensitivity. The course curriculum has a strong emphasis on teamwork both in and outside the classroom, therefore to perform the same, students learn about empathy, compassion, care, and mutual respect for each other, which imbibes a sense of tolerance towards diversity and differences of opinion.

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

### 1.3.2

**Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.**

**Response: 2**

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

### 1.3.3

**Percentage of programmes that have components of field projects / research projects / internships during the last five years.**

**Response: 100**

**1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

Response: 1

**1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years**

Response: 1

<b>File Description</b>	<b>Document</b>
Sample Internship completion letter provided by host institutions	<a href="#">View Document</a>
Sample Evaluated project report/field work report submitted by the students	<a href="#">View Document</a>
Program and course contents having element of field projects / research projects / internships as approved by BOS	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

**1.4 Feedback System****1.4.1**

**Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:**

**Response:** C. Feedback collected and analysed

<b>File Description</b>	<b>Document</b>
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 92.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
180	180	131	180	160

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

2022-23	2021-22	2020-21	2019-20	2018-19
180	180	180	180	180

#### File Description

#### Document

Institutional data in the prescribed format (data template)

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

#### 2.1.2

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

**Response:** 96.74

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

2022-23	2021-22	2020-21	2019-20	2018-19
27	19	14	15	14

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

2022-23	2021-22	2020-21	2019-20	2018-19
27	20	15	15	15

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

### 2.2.1

**The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student**

#### Response:

Being a management Institute, IMI Kolkata is well aware of the fact that students join in management studies from diverse backgrounds. To align them with different areas of management, IMI Kolkata conducts bridge courses in the fundamental subjects like Mathematics, Accountancy, etc. within the orientation period.

As courses are conducted through continuous assessment and the marks are uploaded by the faculty member through OLT (campus ERP) at the end of each assessment, the programme office can track the student performance regularly. This process helps to identify slow and advanced learners objectively.

IMI Kolkata takes different initiatives for slow learners and advanced learners.

**Initiatives for Slow Learners:**

- When a slow learner is identified, the PGDM office communicates the same to the concerned faculty member as well as the concerned student, and a meeting is set up amongst them to address any issues about the course.
- Tutorial Sessions are arranged for such students as per their requirement
- Concerned faculty gives individual attention to the concerned student until there is a performance improvement.
- If after performing all the aforementioned methods, the improvement of the student is still not satisfactory, then the Area Chair and Dean (Academics) are involved in the performance improvement plan for the said student.

**Initiatives for Advanced Learners:**

- Live projects are arranged for advanced students, which would allow them to have exposure to the industry who take up experiential projects in companies, where senior executives with a stake in teaching guide them.
- Encouraging them to apply for student exchange programmes under the various international linkage agreements.
- IMI Kolkata has an array of student clubs and committees which facilitate the overall development of our students. Advanced students are always encouraged to be a part of such clubs and committees which helps them in their overall professional development.
- Students are also encouraged to innovate and take up entrepreneurial activities via the Institution's Innovation Council and Entrepreneurship Cell, both of which are under the National Innovation and Start-up Policy under the Government of India.
- Students are also encouraged to participate in inter-college management fests to gain experience.
- They are highly involved in the Institute's events like organizing international conferences like APEA, SASS, MARCON, FINECON, HR SYMPOSIUM, and TED TALK to name a few.
- Students are also encouraged to publish their research work in journals and newsletters.
- Advanced students are encouraged through merit scholarships at the end of the first year and medals for academic as well as overall performance at the end of the second year.

### **2.2.2**

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

**Response:** 8.44

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	<a href="#">View Document</a>
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

### 2.3.1

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

#### **Response:**

The PGDM programme of IMI Kolkata is not only limited to classroom teaching. IMI Kolkata uses the following student centric methods:

1. Case Based Learning: The key teaching pedagogy of IMI Kolkata is the case-based teaching methodology. The case method is a participatory, discussion-based way of learning where students gain skills in critical thinking, communication, and group dynamics. Along with the use of cases published by HBS, Ivey, different courses at IMI-Kolkata incorporate the published cases based on Indian business models.

2. Simulation: Simulation as a teaching pedagogy is mainly relevant for strategy based courses. The use of a simulation package allows the students to see the impact of their managerial decisions in real time on other departments and profitability of the organization. Simulation, as such, provides a detailed oversight of the “ripple effect” of decision making in management.

3. Role Play: Role playing exercises encourage students to think more critically about complex and controversial subjects and to see situations from a different perspective. When properly employed, role-plays can motivate students in a fun and engaging way. Students need to develop the scripts based on the concepts learned in the class and the same need to be enacted.

4. Experiential Learning using E Journal and Financial Database : Courses of IMI-Kolkata are also embedded with different E Journals and databases to give students experiential learning with real life data. The following E Journals and databases are used at IMI Kolkata: EBSCO, EMERALD, EMIS, Prowes-IQ, EPWRF Times Series Database, and Bloomberg. For enhancing experiential learning “Coursera” access is provided to every student.

5. SIP and Live Projects: As a part of the evaluation process, working with an independent organization

for eight (8) weeks under summer internship project is a compulsory component. This allows the students to be a part of a real organization and learn about the various aspects of work in the organization. Students are also encouraged to take up live projects from local and national level companies. Many courses have a “project component” which allows the students to work either individually or in teams to complete the component.

6. Global Classrooms: Apart from regular teaching, by using modern ICT technology students learn in class-room from people who are located all over the world who bring real-time insights from their industries, their customers, happenings in their local place and environment. At IMI Kolkata the same is done through different summits, Guest Lectures, Webinars etc.

7. Second Generation Core Courses: Expanded core course offerings that include Business Intelligence/ Analytic, spreadsheet modelling and a Project focused Capstone course.

8. Leadership Building: IMI Kolkata encourages leadership building through the Leadership Initiative of student council/ clubs/ Business Thought Leadership (BTL) Series and or experiential learning programs. Also fostering entrepreneurship through Innovation Council and hand-on courses on entrepreneurship.

Apart from above stated initiatives, Industry visits, corporate guest lectures and continuous alumni interaction all contribute to the teaching and learning environment at IMI Kolkata.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

### 2.3.2

#### **The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues**

##### **Response:**

Mentoring is a well-documented practice for supporting people through a transition, typically from study to work or from one career to another.

The benefits of mentoring for career-related outcomes are widely accepted. In the process of mentoring, it has been observed that mentors and mentees get value addition from the relationship more than their expectation and bring positive impacts on wellbeing.

At IMI Kolkata, every student is assigned to a faculty member. Faculty mentor meets the student-mentees on a regular basis (at least once in a month) and establishes a trust relationship. Apart from providing study related support, the role of the faculty member is to extend their support to the students mostly in the area of emotional and social wellbeing. Mentors take an important role to address the



following needs of the students:

- Providing support to the mentee in case of feeling of isolation
- Reduction of anxiety
- Providing confidence
- Providing support to the emotional needs
- Providing career orientation

Successful mentoring program of IMI Kolkata has added the following values in the holistic development of the students:

- Increased self-confidence
- Increased self-awareness
- Leadership skill development
- Strong communication skills development
- Asking better questions
- Becoming a good listener
- Exposure to new and different perspectives
- Growing a personal network
- Supporting another person
- Learning from someone else
- Reduced levels of anxiety
- Promote continuous learning

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of Active mentors	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

### 2.3.3

#### *Preparation and adherence of Academic Calendar and Teaching plans by the institution*

**Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.**

**Response:**

IMI Kolkata follows a well-defined academic calendar and teaching plan which adheres to a fixed schedule. The academic calendar is prepared at the beginning of each academic year. The Programme Office prepares the academic calendar as per the list of holidays and other key activities of the Institute. Once the tentative calendar is designed, the same is presented to the Dean's Council for necessary approval. Once it is approved, the Academic Calendar is then implemented by the programme office. The academic calendar is considered sacrosanct and any deviations in the calendar can only be done through approval of the Dean's Council and only in case of exigencies.

Based on the academic calendar, the faculty members are asked to prepare teaching plans for their subjects. The teaching plan is a session-by-session schedule of what the faculty would cover in his / her classroom delivery of the subject. As per the norms, a 3-credit course must have 30 contact hours. The faculty is free to decide on the course outline and the components of the Evaluation. However, it should be mapped with the Course and Programme Outcomes. End-term is the compulsory component in the evaluation. Other components of evaluation are provided in the course outline. IMI Kolkata ensures continuous evaluations and their spread throughout the term. The contact hours are strictly followed in IMI Kolkata. All course outlines are thoroughly checked by the respective Area Chair along with the timeline and viability of the evaluation components. Any major change (deleting or adding a new module) in the teaching plan is to be approved by the Area Chair.

The Programme Office shares the course outlines with the faculty and students of IMI Kolkata once it is approved by the respective Area Chair. This allows the students to follow the course outline and come prepared to the classroom. It allows the programme office to schedule classes and the examination office to schedule the evaluation components as per the academic calendar.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

**Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years**

**Response:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	23	24	26	26

<b>File Description</b>	<b>Document</b>
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.4.2****Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years****Response:** 96**2.4.2.1 Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years**

Response: 24

<b>File Description</b>	<b>Document</b>
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	<a href="#">View Document</a>
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>

**2.4.3****Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)****Response:** 12**2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year**

Response: 300

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.4.4**

**Percentage of full time teachers working in the institution throughout during the last five years**

**Response:** 46.15

**2.4.4.1 Number of full time teachers worked in the institution throughout during the last five years:**

Response: 12

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	<a href="#">View Document</a>

**2.5 Evaluation Process and Reforms****2.5.1**

**Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years**

**Response:** 30

**2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
30	30	30	30	30

<b>File Description</b>	<b>Document</b>
Result Sheet with date of publication	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Exam timetable released by the Controller of Examination	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.5.2**

**Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years**

**Response:** 1.81

**2.5.2.1 Number of complaints/grievances about evaluation year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
9	3	0	11	7

**2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
398	318	316	345	285

<b>File Description</b>	<b>Document</b>
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.5.3**

**IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA)/Formative Assessment have brought in considerable improvement in Examination Management System (EMS) of the Institution**

**Describe the examination reforms with reference to the following within a minimum of 500 words**

- **Examination procedures**
- **Processes integrating IT**
- **Continuous internal assessment system**

**Response:**

IMI Kolkata assesses the students through various evaluation components. Out of these components – Midterm and End term – are arranged by the examination cell and the remaining continuous evaluation components (CEC) are to be conducted by the concerned faculty of the course.

The continuous assessment and evaluation process at IM Kolkata are as follows:

**Mapping of Assessment tools with CO and PO:** Before the commencement of any trimester, the course outlines submitted by the concerned faculty contain continuous evaluation assessment parameters with their corresponding CO and PO mapping.

**Ratification by Area Chair:** The concerned area chair checks the relevance of the above stated mapping. If the same is not found correctly, the same is sent back to the concerned faculty for revision. Once the evaluation components are approved by the Area chair, the programme office finally accepts the evaluation components and documents the same.

**Tracking of Assessment progress by PGDM Office:** Depending on the type of course (core/ elective), the quizzes, mid-term, assignments, projects, end term and presentations as mapped by in the course outline is tracked by the PGDM office on a continuous basis to check adherence of the assessment timelines as mentioned in the course outline.

Examination cell schedules the Mid-term and End term examination as per the academic calendar. About a month before the examination, the exam cell sends the email asking for a question paper from the concerned faculty members in the prescribed format. Once the examination department receives the question papers, the same are forwarded to Area chairs for the moderations and suggested changes (if any) are to be incorporated in the question paper by the concerned faculty members. Question paper for mid-term and end-term should follow the following norm :

	Easy	Moderate	Difficult
Knowledge	?	?	?
Comprehension	?	?	?
Application	?	?	?

At IMI Kolkata, Examinations are conducted in two ways, classroom based examination and computer based examination. All term exams are conducted anonymously, by using coding mechanisms. In case of classroom-based exams, the examination cell allocates the classrooms, generates invigilation schedules and communicates the same to the students and the concerned faculty members. Computer based examinations are conducted in IT labs and each student gets a separate system. Examination cell ensures the availability of software, database etc. that are required for the exam. Once the examination copies or output are checked and the marks submitted to the examination cell, the same is decoded and sends the marks back to the faculty members for uploading on the Online Learning and Teaching (OLT) platform.

Once all the marks are uploaded onto the OLT platform, the faculty members need to assign grades to the evaluated group of students. IMI Kolkata follows a relative grading method. Once, the relative grades are submitted for all courses of a specific term, the Grade Moderation Committee meets after every term and checks the relative grading for each subject to ensure the normal distribution.

- Examination procedures
- Processes integrating IT
- Continuous internal assessment system

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

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

**The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution**

#### **Response:**

Each course of IMI Kolkata evaluates the students through various evaluation components. Out of these components – Mid-Term and End-Term – are arranged by the examination cell and the concerned faculty of the course conducts the remaining Continuous Evaluation Components (CEC). In the case of CECs, after evaluation, faculty members provide direct feedback to the students by using rubrics as well as discussing the model answers. For Mid-Term and End-Term examinations, to maintain transparency and

resolve the grievances within a time-bound manner, IMI-Kolkata follows the below-mentioned policy:

- Evaluated answers scripts of both Mid-Term and End-Term examinations are shown to the students. However, students are not allowed to take examination scripts with themselves.
- In case of any calculation error or non-evaluation of question/s in full or part, students have to apply to the Program Office within 1 day of receipt of the Answer Sheet. No fee is involved in this process. The copy is forwarded to the concerned faculty for review by the programme office. In case, there is any change in marks, the faculty member can change the same on the Learning Management Software. This process must be completed before moderation.
- In case any student is not satisfied with the marks awarded by the faculty, he/she may make an application on the prescribed form, along with the prescribed fee for review within 2 days of announcement for faculty review/answer script shown. The current fee for re-evaluation is 1,000/- per course. For re-evaluation, students are required to fill out the specific re-evaluation form and submit the same in the Program Office within the time limit specified above.
- In case of further grievance, an appeal may be made to the PGDM Office. The PGDM Office and Dean (Academics) address the grievance, in consultation with the concerned faculty member. After an appeal is made to the Dean (Academics), any change in marks will be binding on the student.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

## 2.6.2

**Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)**

**Response:** 100

**2.6.2.1 Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:**

Response: 187

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>



## 2.7 Student Satisfaction Survey

### 2.7.1

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

**Response: 3.36**

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

#### 3.1.1

**The institution's research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented**

**Response:**

The institute's research facilities, especially library resources are renewed annually and statistical and other software are updated to the latest version on a periodic basis.

To encourage research the school has subscribed to e-journal repositories and databases including Scopus, Web of Science, Bloomberg Terminals and Emerald Premier E-Journal Collection through consortia subscription and single campus subscription of EBSCO Business Source Complete E-Journal Package, EBSCO eBooks, Sage e-Vidya E-Book Selected Titles, CMIE Prowess IQ, EPWRF Time Series Database and EMIS-Professional Asia.

The institute encourages research through regular internal research seminars, faculty development programmes and monitoring publications. IMI Kolkata maintains and regularly updates an active repository and puts up the possible sources of research funding and conference travel on the intranet.

Research is a part of many policies which govern the focus of research at IMI Kolkata. These policies include the Research Incentive Policy, Faculty Recruitment Policy, Faculty Promotion Policy and Faculty Travel Policy. All these policies have been uploaded on the institutional intranet and implemented.

The research incentive policy also looks at the quantity and quality of papers classified by well accepted indexes (FT50, Scopus, WoS, ABDC, ABS) and incentives vary from Rs 20,00,000 to Rs 1,50,000. Research is a prerequisite for promotion with a minimum requirement of minimum five research publications. Research is also a key ingredient during faculty recruitment with stipulated papers in various journal indexes at various positions. IMI Kolkata's travel for conferences is covered by IMI Kolkata's travel policy, which includes both domestic and international travel. Though travel has been limited during the covid years, there has been a number of faculty travelling for both international and domestic conferences to enhance research publication prospects and networking. The policies for the FPM programme also include publication requirements in indexed journals and faculty members have published jointly with FPM scholars.

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

**3.1.2**

**The institution provides seed money to its teachers for research**

**Response:** 3.6

**3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	3.6

<b>File Description</b>	<b>Document</b>
Sanction letters of seed money to the teachers is mandatory	<a href="#">View Document</a>
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

**3.1.3**

**Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years**

**Response:** 56

**3.1.3.1 Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years**

**Response:** 14

File Description	Document
List of teachers who have received the awards along with nature of award, the awarding agency etc.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copies of the award letters of the teachers	<a href="#">View Document</a>

## 3.2 Resource Mobilization for Research

### 3.2.1

**Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)**

**Response:** 155.56

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	<a href="#">View Document</a>
Institutional data in the prescribed format (data template is merged with 3.2.2)	<a href="#">View Document</a>
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	<a href="#">View Document</a>

### 3.2.2

**Number of research projects per teacher funded by government, non-government, industry, corporate houses, international bodies during the last five years**

**Response:** 0.56

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

**Response:** 14

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 3.2.1)	<a href="#">View Document</a>
Copies of the grant award letters for research projects sponsored by government agencies	<a href="#">View Document</a>

### 3.2.3

**Percentage of teachers recognised as research guides as in the latest completed academic year**

**Response:** 20

**3.2.3.1 Number of teachers recognised as research guides as in the latest completed academic year:**

**Response:** 5

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	<a href="#">View Document</a>

## 3.3 Innovation Ecosystem

### 3.3.1

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

**Response:**

Innovation and Entrepreneurship (I&E) is one of the key agenda at IMI Kolkata at present and in the days to come. IMI Kolkata strives hard to promote a strong entrepreneurial mindset among the students and its faculty members. In line with the *National Innovation and Start-up Policy for Students and Faculty* put forth by the MHRD, GoI in 2019, IMI Kolkata has drafted its own policy to motivate & support its students and faculty members to engage in entrepreneurial activities and also to consider entrepreneurship as a sustainable career option. Towards this aim, IMI Kolkata is organizing lectures/seminars/workshops/summits/business clinics/expert talks on a regular basis to promote its I&E agenda. The Institute has formed its Innovation Council (IIC) and Entrepreneurship club (E-Cell) which are extremely active in taking several initiatives focused on I&E as mentioned above on a regular basis. The club/council is also organizing competitions/challenges which serve as platforms for aspiring entrepreneurs to learn and grow, empowering them with knowledge, skills, expertise as well as

connections necessary to succeed in the competitive business landscape. They are organizing visits to various pre-incubation/incubation centres for the students for practical exposure. Couple of faculty members have undergone the innovation ambassador training conducted by MoE's Innovation Cell & AICTE and are taking up activities as prescribed. IMI Kolkata faculty members are also mentoring students at other institutes.

IMI Kolkata arranges and motivates the students on a regular basis to engage on live projects that can assist them in taking up business ventures in future successfully. In the last year the Institute has come up with programmes that aim to provide hands-on experience and exposure to the students on New Venture Development and Acceleration of Local Business. While the Local Business Accelerator (LBA) course aims to assist in the process of creating and growing local businesses to develop the local economy and community, the New Venture Development (NVD) course involves identifying a business opportunity, conducting market research, developing a business plan, implementing the plan to launch a new venture.

IMI Kolkata organizes several workshops to build a robust eco-system for innovation facilitation, generating awareness and spreading Indian knowledge system towards that end. In the Academic Year 2020-2021, a workshop was held at IMI Kolkata on the theme “IP Awareness” under the KAPILA – Kalam Program for IP literacy and awareness initiative. This workshop was attended by around 100 participants. In the Annual Year 2022-2023, an online workshop titled “IP Awareness and Training Program” was held on 2nd December 2022 in which 220 participants attended the program. The speaker of the program was Dr. Bharat N Suryawanshi, Assistant. Controller of Patents & Designs, RGNIIPM Nagpur. Another program was held on 30th January 2023 which involved a session on “How to plan for a Start-up: Legal & Ethical Steps” where 125 students from IMI Kolkata attended the session. The facilitator of the session was Ms. Sayani Roy Chowdhury, Advocate, Calcutta High Court and Senior Counsel, Ministry of Law and Justice, GOI.

File Description	Document
Link for Any other additional information	<a href="#">View Document</a>

### 3.4 Research Publications and Awards

#### 3.4.1

**The Institution ensures implementation of its stated Code of Ethics for research.**

**The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:**

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

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

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	<a href="#">View Document</a>
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	<a href="#">View Document</a>
Bills of purchase of licensed plagiarism check software in the name of the HEI	<a href="#">View Document</a>

### 3.4.2

**Number of candidates registered for Ph.D per teacher during the last five years**

**Response:** 2.6

**3.4.2.1 Number of candidates registered for Ph.D during the last 5 years:**

Response: 13

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	<a href="#">View Document</a>

### 3.4.3

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

**Response:** 0.4

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

Response: 10

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.4.4**

**Number of books and chapters in edited volumes published per teacher during the last five years**

**Response:** 0.44

**3.4.4.1 Total Number of books and chapters in edited volumes published during the last five years**

Response: 11

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>

**3.4.5**

**Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science**

**Response:** 11.96

<b>File Description</b>	<b>Document</b>
Bibliometrics of the publications during the last five years	<a href="#">View Document</a>

**3.4.6**

***Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution***

**Response:** 22.5

<b>File Description</b>	<b>Document</b>
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View Document</a>

**3.5 Consultancy****3.5.1**



**Revenue generated from consultancy and corporate training during the last five years****Response:** 2.68**3.5.1.1 Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
2.68	0	0	0	0

<b>File Description</b>	<b>Document</b>
Letter from the beneficiary of the consultancy along with details of the consultancy fee	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Audited statements of accounts indicating the revenue generated through corporate training/consultancy.	<a href="#">View Document</a>

**3.6 Extension Activities****3.6.1**

**Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)**

**Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words**

**Response:**

IMI Kolkata is committed to its mission of creating socially sensitive leaders. Efforts are made to include the social component in events and co-curricular activities. Students take different societal initiatives through “Altruist” club activities. At IMI Kolkata, both students and faculty members take the initiatives to serve the society. Faculty members of IMI Kolkata are part of several Government initiatives that serves the society, e.g., ATAL Tinkering Lab, ATAL Innovation Mission, ATAL FDP, Events on Azadi Ka Amrit Mahotsav, Swachh Bharat Abhiyan etc. In the COVID period, IMI Kolkata in association with Woodlands Hospital operated the COVID Vaccination centre within the IMI Kolkata campus for the public.

Activities that impact community are periodically undertaken in IMI Kolkata:

- o Stem Cell Donation Drive - for raising awareness about blood cancer.
- o Sanitary Napkin Vending Machine Donation - The purpose of the drive was to raise feminine hygiene awareness among the school students.
- o Blood donation camp & Blanket donation drive- To foster the development of the society and community at large.
- o Cleanliness Drive Campaign at Majherhat Railway Station held monthly from December 2022 – To sensitize students to contribute to cleanliness of locality.
- o Sewage Treatment Plant was installed. The treated water is used for toilets and gardening.
- o A Computer Donation Drive at Chunakhali Hatkhola- To create awareness on computer literacy, F.P. School, in South 24 Parganas district of West Bengal.

Besides, IMI Kolkata conducts sessions on ‘Universal Human Value’ to help the student to see the need for developing a holistic perspective of life. The sessions help to sensitize the student about the scope of life – individual, family, society, and nature/existence, strengthening self-reflection and to develop more confidence and commitment to understand, learn and act accordingly.

As the B-school operates from the prime locality of Alipore in the city of Kolkata, it generates the employment opportunities for the local under-privileged community in the vicinity by offering facilities and maintenance operational job. We have the policy to hire 20% of the manpower (average) from the underprivileged community in the vicinity of the Institute for security and housekeeping jobs.

IMI Kolkata hosts programs for Kolkata Police for UBER and cab drivers on sensitization of women safety. IMI Kolkata offers 100% tuition fee waiver under the Economic Weaker Section category. We have offered scholarships under the categories like merit, girl child, covid warrior dependent, children of armed forces service people, applicants from northeastern state of India and tier 2 and tier 3 cities of India. IMI Kolkata embraces diversities. Students from all parts of the country take admission at IMI Kolkata. Diversity in student bodies is recognized as the strength of the institute and efforts are being made to strategically leverage this strength. Students celebrates all festivals across all religions. Events such as Food Festival, Cultural day, Language Day which help to promote cultural diversity, inclusivity, and unity among students. It creates a positive and supportive learning environment where students can learn from each other and develop a better understanding and appreciation of diversity.

File Description	Document
Provide the link for additional information	<a href="#">View Document</a>

### 3.6.2

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

**Response: 29**

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	8	1	5	4

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

### 3.7 Collaboration

**3.7.1**

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

**Response: 16**

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

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

- 1. teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- 2. ICT – enabled facilities such as smart class, LMS etc.**
- 3. Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.**

#### **Response:**

IMI Kolkata has a world class sprawling campus spread over 2.71 acres. The institute is located at the center of the city Alipore, Kolkata, which is well developed in terms of wide roads, access to electricity, water, public transport facilities and other amenities. The classrooms are well equipped with e-learning facilities including LCD projectors. The Institute has a computer lab to facilitate e-learning. There are many courses which use specific software and online data for analysis and these courses are taught in the computer lab. The students utilize e-learning resources and evaluation of the course ensures students utilizing e-resources for updated analytical learning for achieving programme outcomes. All the amenities meet or exceed the minimum specified requirement as laid down by AICTE.

The institute has a total of 6 Classrooms and a Seminar Hall with a combined seating capacity of 512 and a computer lab with a seating capacity of 90 students. The computer labs are equipped with desktops for individual students. Besides, the Institute has an auditorium (seating capacity 240). The Institute also has a fully equipped Conference Room which is used as a video conferencing room or as meeting room in the case of need. Bloomberg Terminals are also available for the use of the students.

All the rooms have whiteboards; LCD Projector; Audio-Visual Systems; Computers with internet Connection; Access to LAN; A/C; Charging Points for Laptops; etc. All the rooms are aesthetically designed with provision for acoustic boards for better sound clarity. Two of the rooms are also equipped with smart TV facilities. The details of the infrastructure are given below:

<b>Infrastructure</b>	<b>No.'s</b>	<b>Seating Capacity</b>	<b>Remarks</b>
Seminar Hall (104)	1	120	All core & elective courses are delivered here.
Classrooms (101, 102, 201, 202, 301 and 302)	6	70 + 56 + 70 + 56 + 70 + 70	All core & elective courses are delivered here.
Computer Lab	1	90	All the courses based on e-learning are delivered here
Tutorial Room	2	20 + 20	All the tutorials are held

			here
Conference Room	1	20	Video conferencing and meetings are held here.
Auditorium	1	240	Guest lectures are delivered in the Auditorium. Students' events/activities are conducted here.

The resources are fully compatible and commensurate to achieve our stated goals. Feedback register is maintained which is kept at all the places, which is being monitored by warden, Head Administration and Director of the Institute. To meet our primary goal of developing relevant and innovative curricula with a view to produce competent managers with global and professional competence. Our thrust for excellence in Academic processes is achieved through the multi-layered activities that are continuously benchmarked against the best practices around the globe. Continuous upgradation is done in the achievement of administrative and community extension activities.

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

#### 4.1.2

##### Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years

**Response:** 76.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
40.20	42.97	43.64	30703	366.32

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### Response:

The Library Information Service at IMIK aims to support the diverse information needs of all our Students, Faculty, Researchers, and staff through the provision of high quality information resources and services. The institution has an excellent central air-conditioned library building over 2 floors and offers access to a wide range of both printed and electronic resources with an increasing emphasis being placed upon dissemination of information to users.

The library reading area is accessible for 24 hours x 7 days. Spacious reading room, open access to the stacks, reprographic facilities, access to e-learning, library network, national and international journals/magazines and research cubicles with internet connections cater to the needs of students and staff.

The library is fully automated with wide range of stock of about 8600 + books and more than 23900 E-books (EBSCO E-Book Business Collection) (Sage-E-vidya Selected Collection) covering all aspects of business and management and also related areas such as economics, accounting, finance, the behavioural sciences and information technology etc. with substantial collection of reference books.

E-Journals are available electronically through EBSCO -Business Source Complete, EMERALD Premiere Collection and Science Direct – Prepaid Articles (as per requirement).

An extensive collection of “Database and Citation Database” is available, like: EMIS, Prowess IQ, EPWRF Time Series Database, Bloomberg Financial Lab, Web of Science and Scopus Citation Database.

Access to online Harvard Business Publishing Cases (HBS, Non-HBS and Ivey Cases) is available.

Library membership with DELNET, British Library and IIM-Calcutta to access the wide range of rare

books, training videos etc.

Institutional membership of National Digital Library. MHRD initiative NEPTel and SWAYAM is also available for young aspirants.

A Library Committee, headed by a senior faculty member, and other faculty members in the committee provides guidance to undertake the activities of this vital resource and constantly engages with other stakeholders in keeping the domain contemporary.

Library software –Libsys (Library Management Software) Web centric LSease. the computers, equipment and other network facilities are available with easy access to all its constituents. Through Web-OPAC (open public access catalogue) users can get details of library collections.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

#### 4.2.2

**Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years**

**Response:** 1.97

**4.2.2.1 Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
196.87	142.43	158.22	167.35	143.55

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1

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

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

**Response:**

IMI Kolkata has a well-defined IT Policy which governs the uses of IT infrastructure at the institute. Also, to ensure that the IT infrastructure is safe from cyber-attacks, IMI Kolkata has in place a cyber security policy as per AICTE which governs the access to the net. IMI Kolkata makes it a point to upgrade and fine-tune its infrastructure every year. For this purpose, it annually allocates a sizable budget for updation and upgradation of its IT infrastructure.

IMI Kolkata campus has a state-of-the-art IT infrastructure. This vast infrastructure is managed by a team of technically competent people who are well qualified in the field of IT. IMI also encourages the IT support staff to be trained with the latest software available in the market. Currently, the IT infrastructure consists of :-

<b>IT Infrastructure Details:-</b>	
<b>Components</b>	<b>Details</b>
Servers	9 Nos
Desktop	138 Nos
Laptop	40 Nos
Computer Lab	Computer lab having 90 desktop computers with latest Configurations and Heavy duty Color Laser Printer/Scanner/Photocopiers
Heavy Duty Network Laserjet printer	4 nos
Bloomberg Terminals	3 nos +1 nos



Type of Internet connection	Leased Line
Connection Speed & ratio	655 Mbps 1:1
Wi-Fi	IMI-Kolkata Campus is fully Wi-Fi using Ruckus Access points with Wi-Fi Controller.
Learning Management System	Student ERP (Online Learning & Teaching),IMI-K Website,Intranet,Moodle
Microsoft Software	Microsoft Campus Agreement Program
Security	Sophos XGS3300 UTM with fall back internet
Antivirus	Seqrite Endpoint Security 7.0
Multimedia Systems	All Classrooms are equipped with Podium , Multimedia Projector , Audio -Video System

The campus has 655 Mbps 24 hours high speed internet connectivity. There are 31 laser printers and 4 high-speed colour laser printers available for printing jobs. It also has a Canon network printer in a centralized location, accessible for all students. Three Bloomberg terminals are installed in the Library for use by students & faculty.

Online Learning and Training (Indigenous LMS Software commonly known as OLT) is extensively used for course delivery, evaluation and record keeping in the Institute. It is also used for documentation, tracking, reporting (biometric attendance), evaluation, delivery of course materials and final results (grades) of the students. The Institute also uses its official portal for attendance, inventory management, leaves and all administrative work which ensures transparency in the system. The Institute is connected to the SWAYAM portal of AICTE, and all the students are given access to this portal. The Institute uses all licensed versions of software which is listed below:

List of Licensed Software available in the Institute:

S.No	Software Name
1	Windows 10, Windows 11
2	Microsoft Office 365/2019/2016
3	Windows Server 2008 R2
4	Centos 7
5	MariaDB
6	Microsoft Project Pro 2016
7	SPSS Statistics 26.0
8	SPSS Amos 22.0
9	SPSS Modeler premium 18.0
10	Acrobat Professional 12.0
11	OLT (Online Learning & Teaching) ERP
12	Moodle 3.3.1
13	EViews 12.0
14	Turnitin plagiarism detection service
15	Systat 13.1
16	Stata IC 13
17	Word Stat
18	Libsys Web centric Lease
19	Tora
20	LIWC2015
21	R Project for Statistical Computing

22

Nvivo

File Description	Document
Provide the link for additional information	<a href="#">View Document</a>

**4.3.2****Student - Computer ratio (Data for the latest completed academic year)****Response:** 1.97**4.3.2.1 Number of computers available for students' usage during the latest completed academic year:**

Response: 107

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>

**4.3.3****Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development****Response:**

IMI Kolkata is equipped with world class technology for generating e-content for conducting classes, meetings etc. in both online and offline modes. Each of the classrooms and IT laboratory of the institute is equipped with overhead projectors. The IT lab in the campus also has CCTV cameras installed in strategic locations to prevent the misuse of its resources. The audio system of each classroom consists of a PA system handheld microphone, collar microphone, a mixer and an amplifier. Each classroom has a podium that consists of a lectern with a desktop inside, an overhead projector and a PA system audio speaker. The institute also provides its faculty members with pen drives, for carrying digital content such as pdfs, doc files, powerpoint presentation files, spreadsheets etc. to classrooms. Besides, pointers are also provided to each faculty, for facilitating in making powerpoint presentations. The campus also has a conference room which is digitally enabled with state of the art technology. The conference room has a touch sensitive interactive panel for making presentations, communicating with some of the participants who are present online, conducting executive sessions etc.

Additionally, the institute also has facilities for conducting online classes. These sessions are needed for conducting tutorials for the regular PGDM course and for teaching executive participants such as students of the Executive FPM Program, some online Management Development Programs etc. For the online sessions the institute uses an online platform called Zoom. This is not only used for teaching but also for sharing content with the participants. Further, IMI Kolkata has four Wacom interactive boards and pens. These boards are used as a display screen during online sessions. These boards are touch sensitive and facilitate faculty members in generating digital content during online classes. The pen does not have any wire and uses inductive currents for its functioning. Underneath the screen there are sensors which emit electro-magnetic signals that can be detected by the pen which is powered by the electro-magnetic field that is generated by the EMR sensor under the display screen. This allows the user to use the pen, with a high degree of freedom, as a wireless device which does not need a battery for recharging.

Overall, IMI Kolkata strives to keep abreast with the latest technology and aspires to provide the state of the art technology to its faculty for content creation.

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

## 4.4 Maintenance of Campus Infrastructure

### 4.4.1

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

**Response:** 17.52

**4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
1643.04	1146.87	1430.06	1608.42	1349.47

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)	<a href="#">View Document</a>

#### 4.4.2

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

**Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words**

#### **Response:**

IMI Kolkata has always endeavoured to provide a congenial learning environment with all modern facilities to ensure quality education and research. It has well set out policies and Standard Operating Procedures (SOPs) for the purchase and engagement of vendors for upkeep of the campus. Various committees have been constituted to oversee the maintenance and upkeep of the infrastructure. The Administration Department is the nodal department for the maintenance of the entire campus including buildings, classrooms, and laboratories. The team conducts periodic checks to ensure the efficiency and working condition of the infrastructure.

College campus maintenance is monitored through regular inspection. Upkeep of all facilities and cleanliness of the environment in the hostels are maintained through Residential Affairs Committee (RAC). Head - Administration and his team are involved in the maintenance of infrastructure facilities. Housekeeping services are regularly executed and monitored. For Internet connectivity and CCTV security system, network and system administration team is appointed. Outsourcing is done for the maintenance of security, housekeeping, and horticulture manpower. Security staff including lady guards under a security supervisor are employed to safeguard the whole premises.

All classrooms and Laboratories are equipped with the State-of-the-Art facility for conducive teaching, research, and experiments e.g., LCD projector with screen, computer system, mike, Audio sound system, white board, 24 hours x 7 days, LAN and Wi-Fi (50mbps). Video conferencing facility is also installed in the Board Room.. A dedicated IT team with qualified experts ensures regular maintenance, calibration, and repair of the equipment to guarantee their optimal functionality under the supervision of Chairperson (Branding and IT Services). The Library Committee provides guidance to undertake the activities of the vital resource to keep the domain contemporary.

The hostel has lounge rooms, a dining area, a gym, and sports facilities. College campus maintenance and housekeeping services are monitored through regular inspection through Residential Affairs

Committee (RAC). The hostels are having decently furnished Executive Rooms, Single Occupancy Rooms, and Double Occupancy Rooms with A.C.s. Canteen/Cafeteria with a seating capacity of 240 students caters to the breakfast, snacks and lunch requirement of students, visitors, staff and faculty. Wi-Fi facility is available in the entire campus. The campus has inclined Ramp especially for differently abled candidates. The sports complex offers a range of programs, including intramural sports, fitness classes, and competitions. A separate parking lot has been earmarked for parking of cars /bikes of faculty and staff. Students' vehicles are parked at the Basement under the CCTV and security guards. Out of 10966.98 Sq. Meters of Plot size, we have open space of 5059.5 Sqm and 1042.56 Sqm is covered by Lawns and Green Belt. Lush green front lawns with designed landscape trees along with seasonal flowers of various colours add to the beauty of the Campus.

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 7.77

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

2022-23	2021-22	2020-21	2019-20	2018-19
31	7	10	12	8

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

#### 5.1.2

**Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years**

**Response:**

IMI Kolkata organises career counselling sessions through active interactions with industry experts, where they share their experiences with the students to make them industry ready. They also share their thoughts on contemporary topics to make the students aware of the relevant industry practices.

IMI Kolkata also organises Placement-readiness sessions in the following ways to groom the students to

be job ready and prepare them for the interview process.

**1. Aptitude test:**

The Professional trainers conduct mock aptitude tests to prepare the students. Logical reasoning, quants and writing skills are covered in the aptitude tests.

**2. Mock GD workshops and sessions**

Mock GD workshops are conducted to prepare the students for GD in the interview process. Do’s and Don’ts are covered in the GD workshops.

**3. Personal interview workshop**

Expectations by companies from the candidates are explained in the personal interview workshops. Importance of domain knowledge, soft skills and executive presence are covered in the workshops.

**4. Mock PI Sessions**

Mock PI Sessions are conducted to prepare the candidates to face the interview process. This helps in handholding the students and groom them properly for the job interviews.

**5. Role Plays**

Based on the different job descriptions, role plays are conducted to make the students job ready.

**6. Customised company specific sessions**

Basis a particular JD, company specific sessions are conducted to apprise the students on the job role and expectations from the candidates for a particular profile. This helps the students to face the interviews with confidence.

File Description	Document
Provide the link for additional information	<a href="#">View Document</a>

**5.1.3**

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

**1.Soft skills**

2. Language and communication skills
3. Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)
4. Awareness of trends in technology

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

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

#### 5.1.4

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

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

**Response:** C. Any 2 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee monitoring the activities and number of grievances	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

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

**Response:** 91.24

5.2.1.1 Number of outgoing students placed and progressed to higher education during the last five years



2022-23	2021-22	2020-21	2019-20	2018-19
181	127	169	128	114

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

### 5.2.2

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

(eg: NET/SLET/ Civil Services/State government examinations etc.)

**Response: 0**

**5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

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

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

## 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 events during the last five years**

**Response: 2**

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

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

File Description	Document
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.3.2

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

#### **Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words**

#### **Response:**

At IMI Kolkata, the Student Activity Council (SAC) serves as a vital liaison between the management and the Students. The council's responsibilities are diverse, ranging from facilitating seamless interactions between the administration, faculty, students, and external agencies, to ensuring the smooth formation and operation of student-run Clubs/Committees on campus. Furthermore, the SAC is actively involved in organizing events and activities throughout the year to promote student engagement and development. Overall, the SAC plays a crucial role in creating a vibrant and inclusive campus community that prioritizes the holistic development of its students.

At IMI Kolkata we have 25 student-driven clubs/committees/councils. Students Admission Committee (AdComm) acts as a bridge between MBA aspirants and the Institute. Its primary objective is to facilitate the admission process and promote IMI Kolkata. Hence, it aims to provide the students a seamless and hassle-free experience in easing into the programmes offered by the Institute by providing guidance and necessary support to the aspirants whenever required on their road to IMI Kolkata.

Alumni Relations Committee recognizes the significance of the impact alumni can have on the development of their alma mater and works to create relationships and interactions between alumni and the institute. Besides there are clubs such as Business Club, Cultural Committee, Wallrush - The Creative and Content Club, Conserve 2 Preserve, Mudra, the Economics Club, E-Cell, the Entrepreneurship Club, Finastra, the Finance club, The Human Resource (HR) club, Integrity Cell that instills students and every atom of the institute with the values like integrity, compassion, kindness, and others which are important for human survival. The Institution's Innovation Council (IIC) has progressed under the initiative of the

Ministry of Education’s Innovation Cell (MIC) to foster, envision, and encourage creativity along with innovation among the Higher Education Institutions. Among other clubs, there are Marketing Club-Markcreators, I-Construct (strategy and consulting club), D-Insights (MIS and Analytics Club), Atom (operations club), Altruist - the social responsibility club devoted to making a positive impact on society. Sports Committee (Sports COMM), and S.M.A.R.T. (Social Media Action Response Team), the Branding and Media Cell that handles the brand equity of the institute. Toastmasters Club of IMI-K (based on Toastmasters International - a US-headquartered non-profit educational organization that operates worldwide promoting communication, public speaking, and leadership) provides supportive learning experience to develop communication and leadership skills.

Placement and Corporate Relations Committee-Placecom focus on outreaching in the corporate world and engage with top companies to get the students a hands-on experience of the real world through Corporate Trainings, Live Projects, Internship Opportunities, Summer Internships, Guest Lectures, Mock GD-PI etc. Residential Affairs Committee- a student-run committee is responsible for addressing the grievances of the residents and for resolving any conflicts that take place within the campus.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**5.3.3**

**The institution conducts / organizes following activities:**

- 1.Sports competitions/events**
- 2.Cultural competitions/events**
- 3.Technical fest/Academic fest**
- 4.Any other events through Active clubs and forums**

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

File Description	Document
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	<a href="#">View Document</a>
List of students participated in different events year wise signed by the head of the Institution	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

**Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:**

**Response:** 788

**5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

2022-23	2021-22	2020-21	2019-20	2018-19
187	131	185	160	125

### File Description

### Document

List of alumnus/alumni with the amount contributed year-wise

[View Document](#)

### 5.4.2

**Alumni contributes and engages significantly to the development of institution through academic and other support system**

**Describe the alumni contributions and engagements within a maximum of 500 words**

**Response:**

At IMI Kolkata, we have a deep association with our Alumni and they share a sense of pride and ownership towards their alma mater. Our alumni contribute significantly in the growth of the Institute and its student success. There is a five-fold contribution of Alumni at IMI, Kolkata.

**Alumni Mock Interviews Program:** This program is designed to simulate the real job interviews, offering students an opportunity to refine their interview skills and have constructive feedback. Our Alumni serve as mentors and guide the students through the interview process and their performance in the interview. This program also helps students to get industry specific insights from alumni. The Alumni tailor their interview questions to showcase the specific expectations and challenges in their industries and help students to understand what to expect in the interviews. Students are exposed with technical and behavioural questions that also help students to practice key skills and develop problem-solving abilities in a systematic manner.

**Alumni Driven Placement Support:** When a company visits IMI-K for summer internship and final placement, we have a practice to invite a few alumni to speak to students and what to expect and how they can better prepare for the interview process.

**Guest Lectures & Workshops:** IMI Kolkata engages its Alumni in Guest lectures, workshops and summits frequently. These sessions of alumni offer deep industry specific insights, their real-world experiences and industry perspectives from the professionals, who have graduated a few years ago from the same institute. These sessions offer great networking opportunities to the students. These sessions also make students aware about different career options they can look for and make informed decisions in the corporate journey.

**Entrepreneurship & Innovation:** At IMI-Kolkata, we have quite a few alumni who are pursuing entrepreneurship and we involve them in practical courses such as local business accelerators, where students work with their business and contribute to improve the bottom line of their business. Students are first understanding the business of Alumni, the challenges and project scope that can be done within six months' time frame.

**Alumni Engagement in Admissions:** Our Alumni contribute in a big-way to help us conduct the admission interviews, where they are involved both physically and virtually. Their experience in the corporate sector help to present a diverse mix of panel members of academic and corporate, while assessing the fitment of the candidate to the PGDM program of IMI Kolkata. For physical interviews, the Alumni working in that city are preferred, whereas for virtual interview Alumni can join from any location.

File Description	Document
Provide the link for additional information	<a href="#">View Document</a>



## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### **Response:**

The Institutional Governance Structure

IMI Kolkata has a Board of Governors comprising the Chairman RP-Sanjiv Goenka Group, Senior executives from the Group Companies and Industry and ex-Government officials, Director General IMI Delhi and Director IMI Bhubaneswar.

The Sub-Committees of the Board of Governors are:

1. Steering Committee
2. Finance Committee
3. Infrastructure Committee
4. Directors Council

All Board sub-committees are common to all three IMIs and all meetings of these sub-committees are attended by the Directors of IMI Kolkata, IMI Bhubaneswar and the Director General of IMI.

The sub-committees approve policies, financial budgets and infrastructure projects for all IMIs.

All policies pertaining to faculty incentives, research, admission process, etc. are common for all IMIs.

The National Education Policy 2020 envisions a robust education system with the core principles of having universality and inclusivity in access, transparency, quality, mentoring, assessment reforms, internationalization, industry-collaborated value-added courses, multi-disciplinary, holistic and synergistic approach in design, and above all, an outcome-based learning approach at the heart of its curriculum. IMI K strongly believes in, nurtures all of these, and aligned its vision and mission towards that end. IMIK offers courses that are industry-collaborated value-added multi-disciplinary with a holistic and synergistic approach. Mission of IMIK is to develop socially sensitive, value-driven responsible leaders. Apart from this, IMIK strongly acknowledges the unique role of educational institutions in intertwining growth and sustainable development toward fulfilling SDG 2030.

A well-planned OBE-based curriculum delivery is conducted through several phases. The Institute continuously evaluates the attainment of Program Outcomes and Course Outcomes for improving the

programme. After course completion, once the final grades are published, the faculty members prepare the Assurance of Learning (AOL) report. In the AOL report faculty members has to develop Assessment Rubrics for classifying the student attainment level in terms of 'Exceed Expectation', 'Meet Expectation', and 'Doesn't Meet Expectation'.

IMI Kolkata encourages leadership building through the Leadership Initiative of student council/ clubs/ Business Thought Leadership (BTL) Series and or experiential learning programs. Also fostering entrepreneurship through Innovation Council and hand-on courses on entrepreneurship are offered. Develop Capability to Illustrate Socially Sensitive, Value Driven and Responsible Leadership Behaviour are aligned by offering courses on human values, role of environment, social and good governance practices, and making students participate in social activities. As per the requirement of AICTE, 8 faculty members of IMI-Kolkata are trained and certified in the course Universal Human Values (UHV) to inculcate ethical values in the students. Also, IMI Kolkata conducts sessions on 'Universal Human Value' to help the student to see the need for developing a holistic perspective of life. The sessions help to sensitize the student about the scope of life – individual, family, society and nature/existence, strengthening self-reflection and to develop more confidence and commitment to understand, learn and act accordingly.

The vision statement focuses on being a premiere management school with global outlook for achieving excellence in knowledge creation and dissemination. IMI K focuses on ensuring that the students are able to better address the evolving needs of the industry.

File Description	Document
Provide the link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### **Response:**

The Institute has the following well defined policies which are reviewed and updated at regular intervals. These policies include the following:

1. IMI Kolkata Service Rules
2. Faculty Recruitment Policy
3. Faculty Performance Policy
4. Faculty Promotion Policy
5. Research Grant Policy



- 6.Travel Policy
- 7.Sabbatical, Transfer and Deputational Policy
- 8.Staff Promotion Policy
- 9.Policy Revisions
- 10.IT Equipment Policy
- 11.Laptop Best Practices
- 12.Relocation Allowance Policy
- 13.PGDM Students Handbook
- 14.FPM Students Handbook

The decision-making in IMI Kolkata is done through the various Committees and Sub-Committees. The Committee Chairperson organizes meetings where decisions are taken in consultation with faculty members. The member secretary of each committee prepares the Minutes of the Meeting which is thereafter circulated to all employees.

For administrative matters, the Deans in consultation with other stakeholders decide on procurement decisions. For expenditure above Twenty-Five Thousand Rupees, three quotations are invited, and the award is made to the lowest bidder if the party satisfies the technical criteria. The institute has grown substantially in the last few years. Both faculty and students have increased necessitating development in the scope of administrative matters. At the level of the staff, some new responsibilities have been identified and new staff members have been added. The additional workload has been absorbed by improving systems and processes.

Appointments for faculty follow a 3-stage process. To maintain transparency, the applications are received online and stored in the cloud. Application links are made available to relevant faculty members including the Deans Council and Faculty Appointment & Evaluation Committee. A meeting of the Deans Council/Faculty Appointment & Evaluation Committee is convened to screen the applications, which are screened for minimum eligibility criteria consistent with the Policy for Faculty Recruitment and shortlisted applications are forwarded to the concerned Area Chair and all Area Faculty Members. The area convenes a meeting and shortlists a few applications. The area evaluates the CVs during the Area Meeting based on the following parameters: Course Compatibility and Teaching/ Research experience in the subject. The candidates are invited to teach a session online. The audience includes a subset of our second year PGDM students with faculty members as observers.

The candidates are invited to deliver a research seminar on a topic of their choice followed by questions and answers. The candidates are invited for a personal interview. The interview is carried out by a panel consisting of members or nominees of the Board of Governors, external subject matter experts, nominated members from other campuses and internal faculty members. A recommendation for one or more candidates is discussed and signed by the members of the interview panel based on which the final offer is made. For the appointment of staff members, CVs are solicited through social media and other networks. An interview of all shortlisted candidates is carried out by the Staff appointment committee. IMI Kolkata has always stressed on a definite service rule for all its employees.

<b>File Description</b>	<b>Document</b>
Provide the link for additional information	<a href="#">View Document</a>

### 6.2.2

**Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:**

- 1. Administration including complaint management**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examinations**

**Response:** D. Any 1 of the above

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

#### **Institutions Performance Appraisal System for teaching staff**

As a part of this system, a faculty member is required to prepare a plan of his/her activities in a given academic year in the prescribed format. The Director, keeping in mind the needs of the individual and the institution, will modify/approve this plan. The final plan approved by the Director will then be kept on the personal record of the faculty concerned. At the end of the academic year, each faculty member will submit an activity report comparing actual output vis-a-vis the corresponding activity plan submitted at the beginning of the year, providing adequate reasons for major deviations from the activity-wise plan. This achievement versus the plan will be then evaluated by the Faculty Appointment and evaluation committee and the Director.

Faculty members are recruited at the assistant professor level following our faculty recruitment policy which prescribes a three-step process including teaching assessment, research seminar and personal interviews. The career progression of faculty members to subsequent levels follows the eligibility criteria prescribed by our faculty promotion policy which includes at least 5 years at the present position and 5 papers in relevant indexed journals. The promotion process includes reviews of the papers by 2 domestic and one international expert, the constitution of an internal committee across three campuses of IMI and finally approval by the Directors.

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

- Appraisal Period - 1st April to 31st March
- Performance Management System (PMS)
  - BBSC (Balanced Business Scorecard)
  - Competencies Assessment

**80% weightage is on BBSC score and 20% weightage is on Competency Scores for arriving at the final score.**

- **Weighted BBSC Score** (BBSC score out of 100 X 80%) =
- **Total of Competency Score (out of 40) =**

**Weighted Competency Score** (Total of Competency Score ÷ 2) =

**Final Score = Weighted BBSC Score + Weighted Competency Score**

*Expressed in %age terms*

Link for PMS Form –

[https://docs.google.com/document/d/1fDMOxpL1wC0XdD-8UaKV\\_qkZRMQMZCI1/edit?usp=sharing&oid=117715231458333512368&rtopf=true&sd=true](https://docs.google.com/document/d/1fDMOxpL1wC0XdD-8UaKV_qkZRMQMZCI1/edit?usp=sharing&oid=117715231458333512368&rtopf=true&sd=true)

### **6.3.2**

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

**Response:** 20.97

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	0	0	14	8

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies	<a href="#">View Document</a>

### 6.3.3

#### **Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years**

**Response:** 24.19

##### **6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
6	13	11	0	0

<b>File Description</b>	<b>Document</b>
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

#### **Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources**

**Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words**

**Response:**

IMI Kolkata is a private self-supported institute. The main sources of revenue are from program fees and executive education which are deployed to enhance student outcomes, knowledge ecosystem, generate global awareness and contribute to social and environmental impact. The financial planning process at IMI Kolkata ensures that the strategic priorities have adequate financial resource allocation for effective outcomes.

The funds – revenue from fee and other sources are utilized for the following:

Particulars	Utilization
Revenue – Direct and indirect income	Running the operations of the institute – both operating expenditure & capital expenditure
Grants received from group companies	The funds are mobilized for the infrastructural growth of the institute thereby providing state of the art facilities to students.

**6.4.2**

**Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)**

**Response:** 0

**6.4.2.1 Total Grants received from government/non-government bodies, philanthropists year wise during last five years (not covered in Criterion III and V) (INR in Lakhs)**

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

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Annual audited statements of accounts highlighting the grants received	<a href="#">View Document</a>

**6.4.3****Institution regularly conducts internal and external financial audits regularly**

**Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words**

**Response:**

The Institute is registered under the West Bengal Societies Registrations act, 1961. The Financials comprising of the Balance Sheet, Income & expenditure account, Receipts and payments account and the significant accounting policies are audited by the statutory auditors in accordance with the Standards on auditing issued by the Institute of Chartered Accountants of India. The auditors have provided a true and fair view of the financial position and of its financial performance for all the past years which are in accordance with the accounting principles used and generally accepted in India.

Internal audit is carried at intervals to build a robust health of the policies, procedures, internal control of the organization.

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

**6.5 Internal Quality Assurance System****6.5.1**

**Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals**

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –**

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

**Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words**

**Response:**

The Internal Quality Assurance Cell (IQAC) meticulously works towards maintaining and improving

quality of various academic and administrative functions of IMI Kolkata.

The IQAC is an effective internal coordinating and monitoring mechanism for the institute. It plays a crucial role to maintain and enhance the quality aspects of the institute across different verticals-both academic as well as administrative. The IQAC has been formed as per the statutory guidelines and meets quarterly to discuss, plan, direct, implement and evaluate various measures as adopted from time to time. Broadly, important aspects like teaching & learning, research & publications, curriculum developments, placement & industry connects, executive development programmes, entrepreneurship initiatives, accreditations, general administration etc., are periodically discussed in the IQAC meetings and necessary measures are planned and implemented through respective verticals. The IQAC sincerely strives to ensure quality culture through various quality improvement initiatives and best practices. Due to the sincere and effective monitoring of various quality aspects, IMI Kolkata, within a short span of time, has obtained the prestigious National Board of Accreditation (NBA) accreditation in 2016 and successfully reaccredited in 2019 and 2022. Further, the institute has successfully achieved the prestigious international accreditation from Association of MBAs (AMBA) in 2022 for 5 years. In addition, IMI Kolkata is an associate member of AACSB and EFMD and is in the process of applying for such accreditations. Here we present two practices institutionalized by IQAC for quality assurance.

**Research & Publications:** The institute has created an effective and efficient eco system to boost research & publications at IMI Kolkata. For this, several initiatives have been taken. These include implementing attractive financial incentives for publications, procuring valuable research databases like Scopus, Web of Science, EBSCO, Emerald, Sage, Bloomberg, CMIE Prowess etc. IMI Kolkata provides necessary support for faculty developments which include conferences, seminars, workshops etc. Also, research seminars are organized on a monthly basis for faculties and research scholars to create healthy debate and discussions on research activities. As a result of these initiatives, the research publications have significantly enhanced in numbers and also in top quality journals.

### **Experiential Learning:**

IMI Kolkata has introduced two unique courses to focus on experiential learning. First course is Local Business Accelerator, where the focus is exposing students while learning and helping local businesses to their growth. Here students are involved in real life challenges and associated with the business for 6 months to help businesses. The students work with businesses under the guidance of a dedicated faculty and work on the road map. The second course is New Venture Development, where the focus is on understanding the opportunities that lie in the market to develop new ventures. This course includes ideation, validation, market- product fit, fundraising, networking, business planning, developing, launching and much more. The objective of this program is to enable students across specializations interested in the areas of entrepreneurship and innovation, offering the necessary platform, tools and resources to get started.

File Description	Document
Provide the link for additional information	<a href="#">View Document</a>

### 6.5.2

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

**Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.**

#### **Response:**

The IQAC of IMI Kolkata works towards ensuring quality education through proper monitoring of teaching learning processes in the institute. Here is the brief description of two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC at IMI Kolkata:

#### **Curriculum Design:**

1. IMI Kolkata is committed to deliver high-quality education through continuous improvement and innovation in the curriculum. The Curriculum Management Committee (CMC) is responsible for curriculum management at IMI Kolkata.
2. The institute has adopted a well-structured Outcome Based Education (OBE) strategy where Programme Outcomes (POs), Course Outcomes (Cos) and Course Evaluation Components (CECs) are mapped for each course systematically. At the end, the attainment level is checked for each course and necessary improvement plans are prepared wherever necessary.
3. As per the suggestions given by prestigious accreditation agencies such as NBA and AMBA, periodic course review is done after every 3 years by the experts from industry and academics. As per the needs of the industry and suggestions from experts, several new courses such as Fintech, Financial Modelling, Digital Marketing, Block chain, Text Analytics, Cloud Computing etc. are introduced in the curriculum of IMI Kolkata.

#### **Course delivery and Feedback mechanism:**

IMI Kolkata adopts multiple ways to deliver courses effectively for the students. The following are some excerpts:

1. The pedagogical initiatives which are taken into consideration to enrich the curriculum include.
  - Case-based learning (Harvard / Ivey / other)
  - Experiential Learning
  - SIP and Live Project



- The course of Independent Studies

1. Industry experts are invited regularly to deliver lectures on relevant courses.
2. Industry visits are organised for students to provide real life experience of companies.
3. Conducting quality programmes like seminars, talks, webinars etc. periodically.
4. Providing necessary and excellent ICT infrastructure (Bloomberg, CMIE Prowess, Scopus, Web of Science, EMIS, and EBSCO etc.) to facilitate effective teaching learning process.
5. Preparation and adherence of academic calendar for academic activities
6. Monitoring students' attendance and linking it to their grades.

IMI Kolkata collects feedback in a structured format from students through Online Learning & Teaching (OLT) system twice in every course in each term. The feedback is shared with the concerned faculty members and necessary improvement plans are taken wherever necessary. In the summer internship programme (SIP) each student is assigned a faculty for mentoring apart from the industry mentor. Select alumni members also mentor select students in their SIP work to facilitate quality of the work and possible pre-placement opportunities.

The faculty council meets periodically to discuss course delivery and related matters. Feedback from industry experts on courses are discussed at the area level and necessary measures are taken. Before offering any new elective course, the course contents are presented before the faculty council for feedback and approval.

### 6.5.3

**Institution has adopted the following for Quality assurance:**

- 1. Academic and Administrative Audit (AAA) and follow up action taken**
- 2. Conferences, Seminars, Workshops on quality conducted**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Orientation programme on quality issues for teachers and students**
- 5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
- 6. Any other quality audit recognized by state, national or international agencies**

**Response:** B. Any 4 of the above

<b>File Description</b>	<b>Document</b>
Quality audit reports/certificate as applicable and valid for the assessment period	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

**Response:**

At IMI Kolkata, gender equity and sensitization are central to the institution's core values and are integrated into various aspects of the campus environment, including curricular and co-curricular activities, facilities, and overall campus culture.

Course content is designed to incorporate diverse perspectives and highlight the importance of gender equality in various business contexts. The institute offers a range of co-curricular activities that encourage participation from all students, irrespective of gender. These activities include student clubs, competitions, seminars, workshops, and conferences. Special efforts are made to ensure gender-balanced participation and representation in all events.

IMI Kolkata organizes regular gender sensitization workshops and training sessions for students, faculty, and staff. These workshops aim to increase awareness about gender issues, stereotypes, and biases, promoting a deeper understanding of gender equity. Participants learn how to create a more inclusive and respectful campus culture. Scholarships, mentorship programs, and leadership development opportunities are offered to encourage and nurture the growth of women students.

The institute has established a Prevention of Sexual Harassment (POSH) Committee and an Internal Complaints Committee (ICC) to address any grievances related to sexual harassment and discrimination. These committees work independently and impartially to ensure the confidentiality and safety of those involved. IMI Kolkata has implemented gender-inclusive policies that promote equal opportunities for all students.

Gender equity and sensitization for women on campus at IMI Kolkata is actively promoted through counselling services that are designed to address their specific needs and concerns with empathy, respect, and confidentiality.

The institution has established gender-neutral common rooms or designated specific areas as inclusive spaces, where individuals of all genders can feel comfortable and welcome.

IMI Kolkata has developed comprehensive policies and guidelines addressing the safety and security of all individuals on campus, with a specific focus on gender equity. These policies could include protocols for reporting incidents of harassment, assault, or discrimination, as well as procedures for investigating and addressing such incidents in a fair and timely manner.

The institution has implemented enhanced security measures to ensure the safety of all individuals on campus. This could include increased security personnel presence, improved lighting in public areas, installation of security cameras, and the establishment of emergency call boxes or mobile safety apps for quick access to help.

Confidential and accessible reporting mechanisms for incidents of gender-based violence or harassment are implemented. These mechanisms could include online reporting platforms, anonymous reporting options, and clear guidelines for reporting to relevant authorities or campus support services.

The institution has collaborated with local organizations, such as women's shelters, crisis centres, or legal aid services, to provide additional support and resources to individuals affected by gender-based violence. The institution has conducted regular assessments and evaluations of its safety and security measures to identify areas for improvement and measure the effectiveness of existing initiatives. Feedback from students, staff, and faculty members has been actively sought to ensure continuous enhancement of safety measures.

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

### 7.1.2

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

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

**Response:** C. Any 2 of the above

File Description	Document
Geo-tagged photographs of the facilities.	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>

### 7.1.3

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

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

**Response:**

The impact of human activity on our delicate environment is highlighting the necessity for holistic approaches that promote responsible stewardship. Thus, the first step in this direction is planning outreach activities that will be helpful in sensitizing the stakeholders on Environment.

The establishment of a "Centre of Excellence for Environmental Stewardship and Sustainable Initiatives" (CESSI) is driven by the inspiration drawn from India's commitment towards achieving net zero emissions. CESSI intends to thrive across these 4 pillars:

- Conducting sensitization and awareness workshops
- Imparting knowledge of various data science verticals through training
- Actively collaborating with partners and stakeholders towards achieving the goals
- Building a collaborative environment for environment and sustainability related research.

The e-waste collection drive was successfully completed and participants from IMI Kolkata and few companies had participated in the drive and more than 185 KG of e-waste was collected and given to the registered recyclers under the Pollution control board for recycling it in the environment friendly manner.

The Institution has established a comprehensive solid waste management system to handle various types of degradable and non-degradable waste generated on campus. In addition, food waste is further sent by a registered vendor for cattle feeding purposes. IMI Kolkata promotes waste segregation at the source, providing separate bins or containers for different waste streams such as recyclables, organic waste, and general waste. Clear signage and awareness campaigns educate the campus community on the importance of segregation.

Segregated waste is getting collected by the registered vendor under Pollution Control Board for recycling it in an environment friendly manner. There are three vendors such as Hulladek, Vital waste and Garbage free India are empanelled with IMI Kolkata for collecting segregated waste for recycling. Wastewater is reused post cleaning for watering plants and washing purposes.

Formation of club Conserve 2 Preserve was done to initiate environment and sustainability related activities inside as well as outside the campus, creating awareness among students towards environment and sustainability, selecting specific goals aligned with environmental sustainability such as celebration of Environment Day, Earth Day, etc.

Promotion of green products as corporate gifts such as plants or gifts made of recycled material Sustainability and Green HRM for sensitization and capacity building skills needed for today's time

Student driven social initiative club Altruist, was instituted to actively carry out social outreach programs at local, regional, and national levels. The club has been actively undertaking 'Cleanliness Drive' drives based on the mission of Swachh Bharat Abhiyan. Based on the objective of reuse the team also conducts clothes collection drives in the institute to redistribute them for the use of the less privileged. As an important step towards environmental recycling the club conducts scrap collection events at regular intervals collecting 2000-4000 kg scraps including paper, plastic and metal scrap within the campus which are thereafter sold to registered vendors at market prices. The proceeds from this drive goes towards the funding of the club events making the whole process self-sustaining.

#### 7.1.4

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

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

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

File Description	Document
Green audit reports on water conservation by recognised bodies	<a href="#">View Document</a>
Geo-tagged photographs of the facilities	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>

#### 7.1.5

##### Green campus initiatives include

**Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words**

**Response:**

In the 21st century, the identification of environmental issues and the formulation and execution of viable and pragmatic solutions will increasingly rely on innovation and collaboration among various sectors, including industry, government, academia, and local communities. Thus, the first step in this direction is planning outreach activities that will be helpful in sensitizing the stakeholders on Environment.

IMIK's establishment of a "Centre of Excellence for Environmental Stewardship and Sustainable Initiatives" (CESSI) is driven by the inspiration drawn from India's commitment towards achieving net zero emissions and the recognition of the detrimental effects of global warming and climate change. As an academic institution, it is the institute's responsibility to make a small but meaningful contribution in this direction.

CESSI intends to thrive across these 4 pillars:

**Sensitization:** By conducting awareness sessions and workshops

**Capacity Building:** By imparting knowledge of various data science verticals through training

**Reduce, Reuse and Recycle:** By actively collaborating with partners and stakeholders towards achieving the goals.

**Research:** By building a collaborative environment for environment and sustainability related research

#### **List of Activities:**

**e Waste Management:** e Waste collection drive is successfully completed and participants from IMI Kolkata and few companies had participated in the drive and more than 185 KG of Waste was collected and given to the registered recyclers under Pollution control board for recycling it in the environment friendly manner.

**Solid waste Management:** At IMI Kolkata for collecting segregated waste 2 bins are placed in each facility such as hostel as well as academic block. In addition, in each faculty room, one bin is placed for collecting e-waste. In addition, food waste is further sent by a registered vendor for cattle feeding purposes

**Waste Recycling System:** Segregated waste is getting collected by the registered vendor under Pollution Control Board for recycling it in an environment friendly manner. There are three vendors such as Hulladek, Vital waste and Garbage free India are empanelled with IMI Kolkata for collecting segregated waste for recycling. Wastewater is reused post cleaning for watering plants and washing purposes

The purpose of forming **Conserve 2 Preserve** club is to initiate environment and sustainability related activities inside as well as outside the campus.

- Creating awareness among students towards environment and sustainability.
- Placing bins in faculty and staff room for collecting e-waste
- Motivating fellow students to participate in environmentally related activities.
- Promoting reduce, reuse and re-cycle concept.
- Selecting specific goals aligned with environmental sustainability that club members need to achieve such as celebration of Environment Day, Earth Day, etc.

**Promotion of green products as corporate gifts** such as plants or gifts made of recycled material.

**New course development:** Sustainability and Green HRM for sensitization and capacity building skills needed for today's time.

**Conducting research project** funded by Pollution Control Board: WBPCB had funded a research project for conducting social assessment study on segregation of waste at source.

File Description	Document
Geo-tagged photographs/videos of the facilities	<a href="#">View Document</a>

### 7.1.6

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

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

- 1.Green audit / Environmental audit**
- 2.Energy audit**
- 3.Clean and green campus recognitions/awards**
- 4.Beyond the campus environmental promotion and sustainability activities**

**Response:** C. Any 2 of the above

File Description	Document
Report on environmental promotion and sustainability activities conducted beyond the campus with geo-tagged photographs with caption and date.	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>

### 7.1.7

***The Institution has Differently-abled (Divyangjan) friendly, barrier free environment***

***Write description covering the various components of barrier free environment in your institution in***



*maximum of 500 words*

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

**Response:**

IMI Kolkata has a Differently-abled (Divyangjan) friendly, barrier free environment to support the needs of differently abled students and employees. There is a ramp at the entrance along with a wheelchair placed near the entrance for easy access. There are elevators till the third floor making the classrooms easily accessible. The institute has separate ladies and gents washrooms which are Divyangjan friendly at an easily accessible location in the institute. One of the Doctoral students who was challenged physically was provided with a wooden contraption. This provided support to his leg while attending classes. IMI Kolkata proactively committed to supporting the special requirements of the differently challenged as and when the need arises. Similar facilities are also available in the hostel area.

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

**7.1.8**

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

**Response:**

In the heart of the vibrant city of Kolkata lies an esteemed institution that not only imparts knowledge but also exalts the importance of diversity and communal spirit - the International Management Institute, Kolkata (IMIK). Beyond the realm of academia, IMI Kolkata commemorates a tapestry of special days that encapsulate the very essence of its dynamic community. These occasions are not mere calendar dates; rather, they are spirited celebrations that resonate with unity, jubilation, and the profound richness of cultural heritage.

The sun-soaked *15th of August* casts a renewed fervour of patriotism over IMI Kolkata. This occasion entails flag hoisting, cultural renditions, and dialogues that delve into the profundity of freedom. It serves as a poignant reminder that the pursuit of knowledge is intrinsically intertwined with reverence for the

motherland.

Bathed in the ethereal dawn light, IMI Kolkata embraces *International Yoga Day* with a fervent dedication to holistic well-being. The tranquil ambience of the campus forms an ideal backdrop for immersive yoga sessions that rejuvenate the physical, mental, and spiritual dimensions. Guided by seasoned instructors, students and faculty momentarily disengage from their demanding routines to indulge in the ancient art of yoga.

The tapestry of cultural diversity unfurls vividly on *Republic Day*, as IMI Kolkata transforms into a realm of ethnic grandeur. Students hailing from diverse states unite to showcase the kaleidoscopic heritage of India, through spirited folk dances, melodious tunes, and informative exhibitions. This day serves as an emblem of unity in the midst of cultural plurality.

*Raksha Bandhan* is an occasion that casts light upon the unique rapport shared between students and mentors at IMI Kolkata. The binding threads of camaraderie are symbolically affirmed through the ritual of tying threads around the wrist.

In the essence of more commemorative initiates, the campus is transformed into a resplendent haven of vivacity and rhythm during the exuberant *Dandiya Nights*. Bedecked in traditional finery and wielding dandiya sticks, students whirl in harmonious cadence to the pulsating beats of folk music. This vivacious festivity acts as a cultural bridge, uniting individuals in the spirit of merriment.

The wintry atmosphere at IMI Kolkata pulsates with the lilting notes of *Christmas* carols and the encompassing warmth of unity. The campus bedecks itself in a dazzling array of lights and festive embellishments. Students of diverse origins converge to share their distinct Christmas customs, and the altruistic initiatives extend a helping hand to the marginalized.

The culmination of IMI Kolkata's cultural extravaganza rests upon *Cultural Day*, a celebration that exemplifies the institution's commitment to diversity. Students hailing from myriad corners of the country congregate to manifest their cultural lineage through dance, music, art, and gastronomy. The campus transforms into a vibrant microcosm of global cultures, encapsulating the beauty of variance and the threads that unify humanity.

Each of these special occasions contributes a distinctive hue to the canvas of memories, fostering an environment in which learning harmoniously converges with the celebration of culture.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.9**

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

**Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.**

**Response:**

IMI Kolkata celebrates Independence Day and Republic Day by inviting all the students, faculty and staff along with their families. The events are conducted to mark the significance of both the days and sensitize students on their duties and rights as the citizens of the country. On both the occasions speeches are delivered by the Director, Deans, Chief of Administration and Chief of the Security.

The students are made aware of the historical backdrop of the events along with paying homage to the freedom fighters who made enormous sacrifices to help the country gain freedom. Students are urged to integrate the fundamental rights not only in their personal lives but also in their future roles.

Students are encouraged to value the freedom as well as make a promise to prioritize the wellbeing of India and contribute to the development of the country. Last year to mark the 75th anniversary of India's Independence special events were organized by the student fraternity in physical and hybrid mode.

**7.1.10**

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

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

**Response:** C. Any 2 of the above

File Description	Document
Handbooks, manuals and brochures on human values and professional ethics	<a href="#">View Document</a>
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### 1. Title of the Practice Engagement with Business Community

IMI Kolkata's vision: "To be a premier management school with global outlook for achieving excellence in knowledge creation and dissemination"; and Mission is: "To develop responsible, globally aware, socially sensitive, value driven, articulate leaders with critical thinking skills, having an entrepreneurial and innovative mindset".

#### 2. Objectives of the Practice

- Foster Industry Academic Linkage to deliver effective and relevant.

#### 3. The Context

- In India, employability of graduates are often in question due to the low deployability of knowledge and skills acquired by students in educational institutes.
- Recruiters demand for applicable knowledge and skills from the students which can be used from the very beginning of placement in an industry.

#### 4. The Practice

- The faculty members offer executive programmes for corporate and government executives. The institute conducts many such programmes for leading national and global organizations including LIC, CESC, PCBL, GRSE, Axis Bank, Bank of Baroda, and many others. Feedback received from these organizations has been very positive and we have been getting more business from the

same organizations. The institute also offers long-term certificate programme for executives of PCBL and CESC Ltd. The institute also runs a successful certificate programme - Post Graduate Certificate in Financial Markets, in collaboration with the NSE Academy – a subsidiary of the National Stock Exchange of India.

- At present faculty member in addition to regular programmes, have floated programmes that are in demand like programmes in Fintech, Cybersecurity, Analytics, Data Science, and AI. In addition, a MBA-level course 'Leveraging ESG for Value Creation' is co-created and co-delivered with a leading consulting firm.
- IMI Kolkata (IMIK) faculty members regularly take part in roundtables and discussions with industry leaders. Also, IMIK & NHRDN Kolkata Chapter (National HRD Network) regularly organize meetings that benefit students and faculty members. All these interactions influence research by exposing faculty members to industry dynamics and practices to enrich the teaching and research.
- Faculty members also regularly invite industry practitioners to take sessions in their courses to bridge the industry-academia gap.
- A course on **local business accelerator** focused on offering real-time exposure to PGDM students, where they can consult and help local businesses to improve their bottom line, preferably through low-cost solutions.
- IMIK is an Academic Partner of Bharat Blockchain Network, an initiative by Information Data Systems (IDS) with the support of AICTE (Regulatory Body). As a part of the Bharat Blockchain Network Initiative, a Blockchain Chapter and a Blockchain node has been successfully set up in IMIK. With this, soon IMIK will have a virtual presence in the Bharat Blockchain Network's Educational Metaverse environment which will help to make education more accessible, immersive, and meaningful.

## 5. Evidence of Success

- Engagement with the industry has gradually seen success in terms of final placements average salaries increasing as well as summer placements stipends going up for more industry ready students.

## 6. Problems Encountered and Resources Required

- Maintaining continuous connectivity with businesses in India as well as scheduling is a challenge which has been successfully addressed.

## 7. Notes (Optional)

**Title of the Practice** Building vibrant and congenial research eco-system

### 2. Objectives of the Practice

Foster and maintain a congenial research eco-system for the faculty members of IMIK by providing them with adequate research network, and library access to journals, databases, state-of-the-art technology, and

software among other related facilities. Also, designing a robust mechanism to recognize and acclaim their excellent research work.

### **3. The Context**

The goal of the institute is to increase the quantity and quality of research publications.

- Interaction with the faculty revealed that the numbers were not increasing due to gap between idea conception, manuscript development, communication to journals as every part of the process was time consuming adding to the considerable delay in getting papers published.
- Considerable delays were taking place to the number of revisions being asked for as well as rework following rejection by targeted journals.

### **4. The Practice – promoting research output**

- Quarterly tracking mechanism for monitoring progress of paper development process, also facilitating and complementing their research efforts through focused academic discussions and support.
- In addition to conferences, in-house brownbag sessions for discussing ideas across areas to encourage multidisciplinary research as envisaged by NEP.
- The research incentive policy also looks at the quantity and quality of papers classified by well accepted indexes (FT50, Scopus, WoS, ABDC, ABS) and incentives vary from Rs. 20 lakhs to Rs. 1.5 lakh.
- The faculty development budget mostly covers faculty travel including international travel and faculty development programmes.
- Encouraging faculty members to guide doctoral students and write joint research papers with students.
- Supporting faculty members to pursue research grants and consulting projects with sharing arrangements.
- Subscription of database, citation database, e-journal repositories and e-book collection including Bloomberg Terminals, CMIE Prowess IQ, EPWRF Time Series Database, EMIS-Professional Asia/ Citation Database- Web of Science and Scopus / E-Journal subscription of EBSCO Business Source Complete, Emerald Publishing, along with EBSCO E-book Business Collection and Sage e-Vidya collection.

### **5. Evidence of Success**

- The per capita research publications in benchmarked journals as per NIRF has increased drastically.
- These results indicate that these practices are effective in developing an output-oriented research ecosystem.

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

- The quarterly tracking mechanism along with weaving research outputs in the academic ecosystem took time as faculty members were not used to the system.
- Resources required were time commitments from an HR manager and a Research Officer to track process, report it and additional counselling required for identified faculty members by their

senior colleagues.

- Capital and infrastructure resources for setting up the research ecosystem.

## 7. Notes (Optional)

These practices including supporting and monitoring of research has potential to increase research publications but may be introduced over time.

## 7.3 Institutional Distinctiveness

### 7.3.1

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

**Response:**

#### **1. Entrepreneurship course of IMI-K: Local Business Accelerator (LBA), and New Venture Development (NVD)**

In line with the *National Innovation and Start-up Policy for Students and Faculty* put forth by the MHRD, GoI in 2019, IMI-Kolkata has drafted its own policy to motivate and support students and faculty members to engage in entrepreneurial activities and also to consider entrepreneurship as a sustainable career option. The Institute has formed its Innovation Council (IIC) and Entrepreneurship club (E-Cell) which are extremely active in taking several initiatives focused on Innovation and Entrepreneurship as mentioned above on a regular basis. Some of the faculty members have undergone the innovation ambassador training conducted by MoE's Innovation Cell & AICTE and are taking up activities as prescribed. IMI-Kolkata faculty members are also mentoring students at other institutes.

IMI Kolkata has introduced two innovative courses under entrepreneurship development, which stand out from regular pedagogical methods. There are two components of the entrepreneurship course: Local Business Accelerator (LBA), and New Venture Development (NVD).

**LBA** is focused on offering real-time exposure to PGDM students, where they can consult and help local businesses to improve their bottom line, preferably through low-cost solutions.

The objective(s) of the course are to provide insights into: 1. Understanding the operations of small and micro businesses 2. How to improve the top and bottom line of a business 3. Widening the thinking and capabilities 4. Small Business Consulting Experience 5. Application of Classroom Learning 6. Ready students to next level business challenges. This course is of longer duration (10 months), where students put in 8 hours on an average weekly and is conducted in two phases. Phase-I covers the basic understanding of the business and identifies the opportunity to accelerate the business. Phase-II covers the execution of the roadmap developed in Phase-I. This program has two mentors to the student teams, one from Institute i.e., Faculty and one from the company, whom they are working with. Expected Impact:

1. Students will have exposure to consulting
2. Students can see the improvements in the bottom line of the business
3. Applying classroom learnings to actual business in accordance with Blooms Taxonomy

**NVD** is a venture initiation program that introduces students to the key aspects of starting up their own business and entrepreneurial venture that includes ideation, validation, market-product fit, fundraising, networking, scaling, business planning, developing and launching of their product/service. This course aims to provide insights about: 1. Developing an understanding of venture idea and opportunities. 2. Venture strategic market targeting, management, and planning. 3. Venture Financial Analysis and Return Projections 4. Venture Financial Needs 5. Venture Infrastructure: Product/Service and marketing considerations. 6. Venture, organizational and operational considerations 7. Venture, legal considerations 8. Venture management and development.

This course is of longer duration (10 months), where students put in 8 hours on an average weekly and is conducted in two phases. Phase-I covers the identification of emerging business opportunities and finalize one idea to work upon, while Phase-II covers the execution of the idea, testing the basic market, developing the prototype. This program has two mentors, one is the faculty from the institute and the other one is a seasoned entrepreneur who is running his/her venture.

Expected Impact:

1. After running this course for a few years, it is expected that student's design and develop their own ventures.
2. Students have the exposure and confidence to build the business from scratch.
3. In a broader perspective, IMI Kolkata can contribute to the growing Indian economy.
4. Pitch their ideas to equity investors, as per the case.

## **2. Bharat Blockchain Network**

IMI Kolkata is one of few management institutes (and among 100 educational institutes from all across India, and first institute in the eastern region) to become an Academic Partner of the prestigious Bharat Blockchain Network (BBN) and host a BBN Node, powered by IDS and supported by AICTE, in the first phase. BBN is India's nationwide Hybrid Blockchain Network visioned to create the world's largest Academic Blockchain Consortium.

A Blockchain Chapter has been set up in IMI-Kolkata and IMI-Kolkata aims to offer Blockchain services and certified educational courses through the IDS BBN platform. Being a part of the BBN, the students of IMI Kolkata get closed community access to free Blockchain Bootcamp workshops, Industry talks, networking, and mentoring support. IMI-Kolkata also hosted "Blockchain master-class" by IDS during the PGDM orientation program which is a unique way to introduce emerging technologies, and became the first management institute in India to host the prestigious Bharat Blockchain Yatra Event. The Bharat



Blockchain Yatra is a confluence of 25+ events across 18 states, initiated by Information Data Systems (IDS) in collaboration with the All India Council for Technical Education (AICTE). The Yatra aims to inspire and empower blockchain enthusiasts, industry leaders, policymakers, academia, and start-ups to explore the potential of blockchain technology in various domains.

IMI Kolkata featured insightful expert talks, engaging panel discussions, and hands-on workshops led by industry experts and blockchain architects, like, Aravind Voruganti (VP, IDS), Neha Roy (Founder, IRL Amigo & Artysan Accelerator), Anju De Elvis (Advisory Director, IDS), Angsuman Chakraborty (Founder, Socielo Tech), Rittik Das (Founder, FilmFinance.App), Anshu Jalna (CTO, Plenty Labs), Sunil Yadavalli (Head, Strategy Department, IDS), Dayal Mukati (Blockchain Architect, IDS), Santosh Padhi (Minos Blockchain, Cofinex Exchange). Additionally, IMI-K showcased innovative blockchain products and solutions developed by start-ups and enterprises from West Bengal.

Mr. Voruganti Aravind, Vice President - Blockchain Practice, IDS Inc., announced IMI Kolkata's presence in the Metaverse Polyversity where a digital land of 4.1 acres has been allocated to the Institute to build its digital campus where students can join as Avatars. IMI Kolkata became the first management institute to have a presence in this IDS BBN Educational Metaverse (Polyversity).

IMI Kolkata launched "Blockchain Avenir", a half-yearly newsletter which contains articles from academicians, industrialists and students which sheds light on the applications of blockchain in this present era. With this IMI Kolkata joins very few institutes across the globe who have a newsletter entirely focussed on the latest happenings regarding blockchain technology in various domains.

File Description	Document
Appropriate webpage in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

#### 1. Additional Information about IMI Kolkata

In its short span of existence, IMI Kolkata made its mark in the world of education. IMI Kolkata has received the Association of MBAs (AMBA) accreditation in 2022 for five years. The Association is currently accrediting programs from the top 2% of Business Schools in more than 75 countries.

Keeping the vision of *Make in India* and *Atmanirbhar Bharat* in mind, IMI Kolkata places a special focus on innovation as well as courses on Entrepreneurship, **Local Business Accelerator (LBA) and New Venture Development (NVD)** to initiate students in innovation and entrepreneurship. The participants are encouraged to choose a business either from B2B or B2C or retail and other domains, where they need to work and apply the class room learnings in real-business environment. The **objective(s) of the course** aims to provide insights into: 1. Understanding the operations of small and micro businesses 2. How to improve the top and bottom line of a business 3. Widening the thinking and capabilities 4. Small Business Consulting Experience 5. Application of Class Room Learning 6. Readying students to next level business challenges. This course is of longer duration (6 to 10 months), where weekly students put 8 to 10 hours and is conducted in two phases.

NVD course on **venture initiation program** is an incubator. This course aims to provide insights about: 1. Developing an understanding of venture idea and opportunities. 2. Venture strategic market targeting, management and planning. 3. Venture Financial Analysis and Return Projections 4. Venture Financial Needs 5. Venture Infrastructure: Product/Service and marketing considerations. 6. Venture, organizational and operational considerations 7. Venture, legal considerations 8. Venture management and development.

IMI Kolkata is committed to its mission of creating **socially sensitive leaders**. Efforts are made to include the social component in events and co-curricular activities like Model United Nation (periodically organized by the business club) In the session, agendas such as SDG - climate finance was discussed. Students take different societal initiatives through “Altruist” club activities. Example- Stem cell donation drive for cancer awareness, Scrap collection drive for waste management, Christmas donation drive, sanitation drive, etc.

### Concluding Remarks :

IMIK has a well-defined governing structure which caters to the requirements of various stakeholders at every level. At the top of the pyramid, the *Board of Governors* is responsible for setting the overall strategic policy of the IMI and guide the management for the flawless execution of the strategy. Subsequently, the *Academic Advisory Council* is responsible for guiding the Institute to develop a contemporary and updated curriculum which is in sync with the industry requirements. The Director guided by the Faculty Council is responsible for the day-to-day functioning of the institute. At the next levels are the various committees headed by senior professors. For example, the *Programme committee* which is responsible for smooth running of all the programmes. The *Research Committee* is responsible for driving research activities in the institute. Similarly, various other committees like *Placement and Alumni Committee, MDP and Executive Education, AICTE and Accreditation, International Relations, admissions, Branding and Media and Public Relations, IT Infrastructure and Website, Student Affairs etc.* are responsible for various vertical functions.

The administration of IMIK is headed by Chief Administrative Officer (CAO) who is responsible for overall administrative function and upkeep of the physical infrastructure of the institute. The CAO is assisted by a number of personnel for day-to-day execution of the administrative work. It also provides staff and support to various committees for smooth functioning.

Given this well-structured, yet flexible, chain of control and decision making, IMIK has managed to grow by leaps and bounds. The Institute aspires to be in the preferred destination for management aspirants in the country and is working hard to achieve that goal. The NAAC accreditation process is a step in the same direction.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.4.1	<p><b>Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:</b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken &amp; communicated to the relevant bodies and feedback hosted on the institutional website            Answer After DVV Verification: C. Feedback collected and analysed            Remark : HEI has not provided the weblinks to the feedback analysis and action taken report .hence modifying the input</p>
3.1.3	<p><b>Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years</b></p> <p>3.1.3.1. <b>Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years</b>            Answer before DVV Verification : 15            Answer after DVV Verification: 14</p> <p>Remark : DVV partner observation is that all the research grants are in the ambit of consulting rather than travel grants .Only UGC UKIERI has provided a travel grant .</p>
3.4.1	<p><b>The Institution ensures implementation of its stated Code of Ethics for research.</b></p> <p>The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:</p> <ol style="list-style-type: none"> <li>1. Inclusion of research ethics in the research methodology course work</li> <li>2. Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)</li> <li>3. Plagiarism check through software</li> <li>4. Research Advisory Committee</li> </ol> <p>Answer before DVV Verification : A. All of the above            Answer After DVV Verification: B. Any 3 of the above</p>
3.4.3	<p><b>Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years</b></p> <p>3.4.3.1. <b>Number of research papers in the Journals notified on UGC CARE list year wise during the last five years</b>            Answer before DVV Verification : 191            Answer after DVV Verification: 10</p> <p>Remark : As per the supporting documents provided by HEI</p>
3.4.4	<p><b>Number of books and chapters in edited volumes published per teacher during the last five</b></p>

years

**3.4.4.1. Total Number of books and chapters in edited volumes published during the last five years**

Answer before DVV Verification : 25

Answer after DVV Verification: 11

Remark : As per supporting documents provided by HEI

**3.5.1 Revenue generated from consultancy and corporate training during the last five years**

**3.5.1.1. Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
47.41	10.58	15.31	10.90	101.37

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2.68	0	0	0	0

Remark : Value has been updated based on the tax invoice provided as supporting document / proof

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
23	18	1	5	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	8	1	5	4

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

Answer before DVV Verification : 21

	Answer After DVV Verification :16																				
4.3.2	<p><b>Student - Computer ratio (Data for the latest completed academic year)</b></p> <p>4.3.2.1. <b>Number of computers available for students' usage during the latest completed academic year:</b>          Answer before DVV Verification : 109          Answer after DVV Verification: 107</p>																				
5.1.3	<p><b>Following capacity development and skills enhancement activities are organised for improving students' capability</b></p> <ol style="list-style-type: none"> <li>1. <b>Soft skills</b></li> <li>2. <b>Language and communication skills</b></li> <li>3. <b>Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)</b></li> <li>4. <b>Awareness of trends in technology</b></li> </ol> <p>Answer before DVV Verification : A. All of the above          Answer After DVV Verification: B. Any 3 of the above</p>																				
5.1.4	<p><b>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</b></p> <ol style="list-style-type: none"> <li>1. <b>Implementation of guidelines of statutory/regulatory bodies</b></li> <li>2. <b>Organisation wide awareness and undertakings on policies with zero tolerance</b></li> <li>3. <b>Mechanisms for submission of online/offline students' grievances</b></li> <li>4. <b>Timely redressal of the grievances through appropriate committees</b></li> </ol> <p>Answer before DVV Verification : A. All of the above          Answer After DVV Verification: C. Any 2 of the above</p>																				
5.2.1	<p><b>Percentage of placement of outgoing students and students progressing to higher education during the last five years</b></p> <p>5.2.1.1. <b>Number of outgoing students placed and progressed to higher education during the last five years</b>          Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>182</td> <td>127</td> <td>169</td> <td>128</td> <td>114</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>181</td> <td>127</td> <td>169</td> <td>128</td> <td>114</td> </tr> </tbody> </table> <p>Remark : HEI has provided the proof of student Juhi Bhattacharjee progressing to PhD in IIFT , Delhi on Linkedin rather than admission letter . Hence decreasing the input in 2022-23 by one</p>	2022-23	2021-22	2020-21	2019-20	2018-19	182	127	169	128	114	2022-23	2021-22	2020-21	2019-20	2018-19	181	127	169	128	114
2022-23	2021-22	2020-21	2019-20	2018-19																	
182	127	169	128	114																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
181	127	169	128	114																	

5.2.2	<p><b>Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years</b></p> <p>(eg: NET/SLET/ Civil Services/State government examinations etc.)</p> <p><b>5.2.2.1. Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 510 1046 645"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>211</td> <td>188</td> <td>123</td> <td>185</td> <td>160</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 723 1046 857"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : HEI has provided data on students clearing CAT , MAT , XAT fro pre-admissions whereas the metric clearly mentions that students graduating and clearing state / national examinations like NET /SET / civil services to be considered</p>	2022-23	2021-22	2020-21	2019-20	2018-19	211	188	123	185	160	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
211	188	123	185	160																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	0	0	0	0																	
5.3.1	<p><b>Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years</b></p> <p><b>5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at University / state / national / international level events (award for a team event should be counted as one) year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1339 1046 1473"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>39</td> <td>15</td> <td>3</td> <td>67</td> <td>24</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1552 1046 1686"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>0</td> <td>1</td> <td>0</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	39	15	3	67	24	2022-23	2021-22	2020-21	2019-20	2018-19	0	1	0	1	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
39	15	3	67	24																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	1	0	1	0																	
6.2.2	<p><b>Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:</b></p> <ol style="list-style-type: none"> <li><b>1. Administration including complaint management</b></li> <li><b>2. Finance and Accounts</b></li> <li><b>3. Student Admission and Support</b></li> <li><b>4. Examinations</b></li> </ol>																				

Answer before DVV Verification : A. All of the above  
 Answer After DVV Verification: D. Any 1 of the above

6.4.2 **Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)**

6.4.2.1. **Total Grants received from government/non-government bodies, philanthropists year wise during last five years (not covered in Criterion III and V) (INR in Lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
250	225	80	0	550

Answer After DVV Verification :

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

Remark : HEI in the balance sheet of each assessment year has mentioned CORPUS FUND in receipts at the end of each assessment year .an increase in this fund can be termed as grants / funds from govt , non-govt and philanthropists, but the figures provided are not in line with the metric and hence given zero

6.5.3 **Institution has adopted the following for Quality assurance:**

1. **Academic and Administrative Audit (AAA) and follow up action taken**
2. **Conferences, Seminars, Workshops on quality conducted**
3. **Collaborative quality initiatives with other institution(s)**
4. **Orientation programme on quality issues for teachers and students**
5. **Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
6. **Any other quality audit recognized by state, national or international agencies**

Answer before DVV Verification : B. Any 4 of the above  
 Answer After DVV Verification: B. Any 4 of the above

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

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Answer before DVV Verification : C. Any 2 of the above  
 Answer After DVV Verification: C. Any 2 of the above

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

1. **Rain water harvesting**



	<p>2. <b>Borewell /Open well recharge</b>                  3. <b>Construction of tanks and bunds</b>                  4. <b>Waste water recycling</b>                  5. <b>Maintenance of water bodies and distribution system in the campus</b></p> <p>Answer before DVV Verification : A. Any 4 or more of the above                  Answer After DVV Verification: A. Any 4 or more of the above</p>
7.1.6	<p><b>Quality audits on environment and energy are regularly undertaken by the institution</b></p> <p><b>The institutional environment and energy initiatives are confirmed through the following</b></p> <p>1. <b>Green audit / Environmental audit</b>                  2. <b>Energy audit</b>                  3. <b>Clean and green campus recognitions/awards</b>                  4. <b>Beyond the campus environmental promotion and sustainability activities</b></p> <p>Answer before DVV Verification : B. Any 3 of the above                  Answer After DVV Verification: C. Any 2 of the above</p>
7.1.10	<p><b>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</b></p> <p>1. <b>The institutional Code of Conduct principles are displayed on the website</b>                  2. <b>There is a committee to monitor adherence to the institutional Code of Conduct principles</b>                  3. <b>Institution organizes professional ethics programmes for students, teachers, administrators and other staff</b>                  4. <b>Annual awareness programmes on Code of Conduct are organized</b></p> <p>Answer before DVV Verification : C. Any 2 of the above                  Answer After DVV Verification: C. Any 2 of the above</p>

**2.Extended Profile Deviations**

<b>Extended Profile Deviations</b>
No Deviations