SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

INTERNATIONAL MANAGEMENT INSTITUTE

IDCO PLOT NO. 1, GOTHAPATNA, P.O MALIPADA, BHUBANESWAR
751003
www.imibh.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

International Management Institute (IMI) Bhubaneswar, established in 2011, is a young management Institute which has been rapidly gaining reputation in the management education scenario.*It is an autonomous, corporate sponsored, standalone business school approved by AICTE located in the city of Bhubaneswar, Odisha*. The Institute has a world class sprawling, fully residential campus spread over 16 acres.The land for the Institute has been allotted by the Government of Odisha in the institutional area in Gothapatna, Bhubaneswar.

IMI Bhubaneswar currently offers PGDM, PGDM (Part Time) and FPM (equivalent to Ph.D.) programmes which are approved by AICTE. The flagship PGDM programme is **accredited** by NBA (National Board of Accreditation). The PGDM programme is also accredited and recognized by United States Board for Education Standardization (USBES), USA. The Institute is a member of European Foundation for Management Development (EFMD), Association of Management Development Institutions in South Asia (AMDISA) and Association of Indian Universities (AIU).

IMI Bhubaneswar has endeavored to create **international alliances** through its tie-ups with EGADE Business School, Mexico City, Mexico; Sichuan Academy of Social Sciences (SASS), Chengdu, China; ESC Rennes, France; and Manhattan Institute of Management (MIM), NY, USA. IMI Bhubaneswar organizes international conferences annually in collaboration with international partner.

The Institute has **world-class infrastructure** designed by an internationally renowned architect. The Institute has a separate MDP Centre with 60 well-appointed AC rooms.

IMI Bhubaneswar has created robust **entrepreneurship cell** which regularly organizes workshops and events on entrepreneurship. It has also set up its own Incubation Foundation to promote and support entrepreneurship among students and start-ups.

The Institute has been **consistently ranked high** in various surveys of Management Schools. In NIRF 2021, IMI Bhubaneswar has been ranked 62nd in management institute category. It has been awarded with the "Business Excellence Award" by The Bizz by Worldcob, USA.

IMI Bhubaneswar offers **students opportunities** for holistic development inside and outside classroom through events, outdoor games & competitions, and live projects.

Vision

The **vision of IMI Bhubaneswar** is *"To be a world-class business school, achieving excellence in management education and research through continuous competency building."*

Mission

The **mission of IMI Bhubaneswar** is (a) to *develop outstanding managerial talent* capable of providing enlightened and effective leadership (b) to *further the advancement of knowledge* in the field of management by undertaking relevant research programmes and (c) to *collaborate with counterpart institutions, industry and government* in the development and application of new knowledge for the benefit of society.

IMI Bhubaneswar is built on **four key values** which can be encapsulated as (a) respect for the community (b) passion for excellence (c) high ethical standards and (d) research as a way of life.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Guidance from Board and Corporates: IMI Bhubaneswar being the first corporate sponsored business school boasts of a governing board comprising of corporate leaders from leading business houses of India. The board guides the academic and research policy of the institute.

Faculty: IMI Bhubaneswar has a rich resource pool of full time faculty members with all of them being PhDs/ Fellows of prestigious institutions. A number of them have rich industry experience. The Institute encourages the faculty members to participate in national and international conferences and conduct MDPs and FDPs.

Research: To encourage research the Institute has constituted the "Research Committee" which coordinates with all faculty members to create research outputs. It has in place the "Research Seminar Series" in which faculty members present their research ideas. Faculty members regularly publish in Scopus / WOS indexed journals. The average output per faculty in academic year 2020-21 was approximately 3.5.

Academic Infrastructure: The library subscribes to over 45 journals (hard copy) and has access to over 11,000 e-journals. It also has access to journal databases EBSCO, PROWESS, JSTOR and HBP. It has 3 Bloomberg terminals.

Physical Infrastructure: The Institute has adequate classrooms which are well equipped with e-learning facilities. The IT infrastructure of IMI consists of 2 computer labs, 3 servers and 215 computers.ERP (OLT) is used for course delivery, evaluation and record keeping.

Students: IMI Bhubaneswar maintains a rich diversity in terms of educational qualification, gender, and geography while selecting candidates. *Though there is no reservation policy for minority students; IMI, Bhubaneswar strives for an inclusive policy to accommodate students from various strata of Indian society.*

Alumni: The Institute maintains a strong relationship with its alumni and communicates with them on a regular basis. It includes apprising them of the recent developments in the Institute, ranking, accreditations, sending newsletter of IMI Bhubaneswar etc. Alumni is encouraged to take part in the campus recruitment process for summer internships, live projects as well as final placements.

Institutional Weakness

External / Government Funding: As already mentioned IMI Bhubaneswar 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.

Collaboration with Counterpart Institutions: Even though IMI Bhubaneswar has entered into MOUs with various counterpart institutions for collaborative research, only few books and research papers have come out of these agreements.

Institutional Opportunity

Improvement in Ranking: Since inception IMI Bhubaneswar has consistently improved its rankings in the NIRF and it has been the first management Institute which has been ranked in the top 100 institutes within 10 years of its existence making it the "youngest management institute" to be ranked in NIRF. Currently IMI Bhubaneswar is ranked 62nd in the NIRF Framework 2021 and it strives to improve its ranking year after year.

Improvement in Placements: Even though IMI Bhubaneswar has been able to achieve 100% placements with increasing average salaries. Over the last few years approximately 75% of our students are placed in blue chip companies. The fact that IMI Bhubaneswar has been able to break through into top notch companies of India is an opportunity to look at overseas placements as well..

Addition of New Courses: Given the strength of faculty members and the huge campus of IMI Bhubaneswar, the Institute can add a few new age courses – either in collaboration with industry or as standalone courses – along with the existing courses. For example, PG Diploma in Business Analytics, Online Delivery of courses etc. can add to the repertoire of the Institute giving it a prominent place amongst the business schools in India.

Greater Institute Industry Interface: In the past 10 years IMI Bhubaneswar has developed an impressive array of industry connections and has invited a multitude of speakers from the industry to interact with the students. Despite being located in a Tier-II town, internships and live projects have significantly improved in terms of quality and quantity. The growth of Bhubaneswar as an IT destination also gives credence to the opportunity.

More Focus on Corporate Training: IMI Bhubaneswar has been conducting a plethora of corporate trainings since its inception. Some of the key clients are – Vedanta Limited, HPCL, Axis Bank Ltd, J K Paper Mills, NTPC Limited, Toyota Kirloskar Motors Ltd, Power Grid Corporation Ltd, SAI International School etc.

Institutional Challenge

Locational Issues: IMI Bhubaneswar being located in a non-metro city; it becomes challenging to attract students from metro and mega cities. Also, the high turnaround time for flights tends to deter corporates from making flying visits to the institute. Another issue that the IMI Bhubaneswar has faced is the issue of "*why travel to Bhubaneswar when I can get the students in mega cities?*" This makes sense from the point of view of corporate houses as majority of the human resource offices are located in megacities. This leads to loss of opportunity in placements as compared to our peers in megacities.

Generating MDP Revenues: Even though IMI Bhubaneswar conducts a number of MDP programmes for corporate leaders, the revenue generated from these programs is miniscule compared to the total budget of the institute. Due to locational disadvantage, the attendance in open programs is very less. On the other hand, closed programs are hard to get in the local market as the local corporates do not have the requisite budgets for conducting high quality programmes.

Generating Industry Sponsored Research: Similar problem occurs when the industry at the local level is tapped for collaborative purposes. The local industrial sector is unwilling to share data and problems as they are suspicious of collaborations. Approaching companies outside of Bhubaneswar becomes difficult due to logistical, cost issues and local competition.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

IMI Bhubaneswar offers three programmes namely Post Graduate Diploma in Management (PGDM), Post Graduate Diploma in Management – Part Time (PGDM – PT) and Fellow Programme Management (FPM). The curriculum for each of these courses is designed and developed under the guidance of academic advisory council. The curriculum reflects Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs). Each and every course offered across these programmes are developed in such a way that the learning outcomes have relevance to the local, national, regional and global developmental needs. The syllabus is revised regularly to accommodate the needs and demands of the industry. The Institute continuously introduces new courses which have greater focus on employability and skill development. The Institute offers elective courses to the students in various specializations like Finance, Marketing, HRM, Operations, IT, and General Management. Across all the courses the institution integrates cross cutting issues relevant to professional ethics, gender sensitivity, human values, environment, and sustainability so that the graduating students will be responsible business leaders. The Institute also offers a number of value-added courses for imparting life and transferrable skills. To give industry exposure, the Institute makes it mandatory for all the students to undertake internships under 'Summer Internship Project' (SIP). Apart from this, the students at IMI Bhubaneswar are encouraged to undertake field projects and research projects under the mentorship of faculty members. The Institute collects feedback on the course curriculum from all the stakeholders like students, alumni, industry, and faculty members to improve course curricula.

Teaching-learning and Evaluation

IMI Bhubaneswar firmly believes that apart from classroom theoretical inputs, practical firsthand experience in industry will make the students to make better business leaders. The Institute believes that a manager must be capable enough to take real time decisions and act upon them. To this end IMI-B puts in place various methodologies to enhance the managerial skills of the students. Before the course commencement, the Institute offers an orientation course to bring all the students at the same level of understanding. The Institute ensures diversity among students and admits students from varied economic and social backgrounds. The Institute has an adequate student teacher ratio which enables it assesses the learning level of the students and organizes special programmes for the students under the Institute's mentorship programme. The Institute encourages student centric methods like experiential learning, participative learning, and problem-solving methodologies to enhance their learning experience. For effective teaching and learning process, all the courses are designed to use ICT enabled tools. All the faculty members at the Institute have obtained their PhD/FPM degrees from

reputed institutions in India. The faculty members at IMI, Bhubaneswar have rich experience in academics and industry. The Institute follows a strict timetable to declare the results after completion of examinations which is integrated with IT to ensure continuous assessment of learning of the students. Due to rich course content and effective delivery, the pass percentage of students have been 100% since the inception of the Institute.

Research, Innovations and Extension

One of the values of IMI, Bhubaneswar is "research as a way of life". The Institute devotes a large chunk of its resources to provide research facilities and has put in place a well-defined policy to promote research by incentivizing research publications. The Institute believes in the quality of research output. To ensure this, the Institute plays an important role to further the advancement of knowledge in the field of management by undertaking relevant research programmes by constituting a "Research Committee". The research committee coordinates with all the faculty members to create research output. The research efforts and output of IMI Bhubaneswar is reviewed regularly by the "Faculty Review Committee" constituted by the management. To encourage research, IMI Bhubaneswar has also started AICTE approved Fellow Programme in Management (FPM) since 2018. The Institute has a provision to provide seed money to the faculty members to undertake contemporary and relevant research which is well documented in the institute's policy. The Institute has created an eco-system for creation and transfer of knowledge by organizing workshops research methodology, entrepreneurship, and other faculty development programmes. IMI-B conducts two international conferences in collaboration with Sichuan Academy of Social Sciences, China and EGADE Business School, Mexico. The Institute also has many functional MOUs with International institutes to promote collaborative research and faculty-student exchange programmes. The faculty members of the Institute publish articles in reputed journals with high impact factor which are Scopus/WOS indexed.

Infrastructure and Learning Resources

IMI Bhubaneswar has a world class sprawling, fully residential campus spread over 16 acres. The Institute is located in a serene surrounding with some other reputed educational institutes. The government has ensured well developed infrastructure in terms of wide roads, access to electricity & water, public transport facilities and other amenities. The Institute has adequate infrastructure and physical facilities for teaching and learning like classrooms, tutorial rooms, library, computer labs and auditoria. The classrooms are well equipped with e-learning facilities including LCD projectors. The Institute has two computer labs to facilitate e-learning. The students utilize the e-learning resources and evaluation of the course ensures students utilizing e-resources for updated analytical learning for achieving programme outcomes. The Institute has provided for facilities to undertake cultural activities. Apart from this, enough space is provided for yoga, indoor and outdoor sports. The Institute has a state-of-the-art gymnasium for students, staff, and faculty. All 100% classrooms and seminar halls are centrally air-conditioned & ICT enabled. The Institute devotes its resources to augment its physical infrastructure & learning resources. IMI Bhubaneswar has a state-of-the-art IT infrastructure covering Wi-Fi, cyber security and a favorable computer ratio with 200 Mbps bandwidth of Internet connection. The Institute subscribes to e-resources viz. EBSCO, Harvard Business Publishing, Bloomberg terminals and many databases. The Institute has earmarked a budget for maintenance of its physical facilities and academic support facilities and has put in place a system to maintain and utilize all the physical infrastructure, academic & support facilities.

Student Support and Progression

IMI Bhubaneswar grooms its students to be the corporate leaders. As the mission of the Institute is to develop outstanding managerial talent capable of providing enlightened and effective leadership, and the tagline being "Shaping global leaders for tomorrow", the focus is to groom the students accordingly. Most of the activities at the institute are student driven and student centric. Further, the Institute's admission policy ensures diversity without compromising the intake quality. In order to encourage meritorious students, the institute offers pre and post admission scholarships to meritorious students. As a social commitment, the meritorious students among girls are given greater weightage for their academic records. During the students' academic journey, to ensure seriousness, scholarships are provided to best performers in the first year. To bring rigor to summer internships, best summer internship project scholarships are awarded to students. The Institute regularly conducts capacity development and skill enhancement activities in the area of soft-skills, language and communication skills and life skills. IMI Bhubaneswar has a record of 100 % placement since its inception. Many students participate at inter B-school sports / academic / cultural activities and win medals / awards for their outstanding performances. The Alumni meets are conducted at frequent intervals and the Alumni support the Institute in terms curriculum enrichment and student placements.

Governance, Leadership and Management

To achieve the stated vision and mission of IMI, the Governing Body comprising of eminent academicians and industry leaders provide guidance to the top management and faculty of the Institute to realize the institutional goals. The Academic Advisory Council at IMI meets regularly to guide the Institute to achieve its mission and to ensure that the values are upheld in its letter and spirit. They bring their rich experience to guide the Institute to achieve its stated objectives. For effective execution of all activities, faculty level committees are constituted. The key responsibility of the committee is to plan and execute the day-to-day activities. Each committee is headed by a chairperson. The committees meet regularly and keep a record of meetings and action taken in the form of minutes of meeting. The effective leadership encourages participative management which is visible from policies, administrative setup appointment and service rules. The Institute has implemented e-governance in the areas of operations like administration, finance and accounts, students' admissions and support, course delivery and examination. The Institute has formulated policies for employee welfare. The faculty members are encouraged to take part in FDPs, conferences, and workshops in their area of interest. The non-teaching staff is encouraged to participate in programmes for their career development and progression. For judicious utilization of resources, the institute's budgets are carefully planned and is audited by internal and external financial auditors on a regular basis. The institute's Internal Quality Assurance Cell (IQAC) interacts with all the stakeholders for optimal utilization of resources while ensuring the quality of input, process and outcome parameters.

Institutional Values and Best Practices

In line with its one of the core values, respect for community, IMI Bhubaneswar has put in place measures for promotion of gender equity which is evident from the share of girl students in the total intake. As part of the admission policy, additional weightages are given to girl students. The Institute conducts gender sensitization programmes at regular interval to ensure a fair and safe work environment. The Institute has waste management facilities for degradable and non-degradable waste and has an in-built water conservation facility in the campus complete with rainwater harvesting. As part of its green campus initiative, the Institute has entered with an MOU with Yaana for use of rented bi-cycles and has banned use of plastic in the campus. Each year, during Independence Day and Republic Day celebrations, students, faculty and staff go on a plantation drive in the campus. The Institute also has a barrier free, disabled-friendly physical infrastructure. The Institute

has an inclusive policy and provides a congenial environment conducive for practicing tolerance and harmony towards cultural, regional, linguistic communal and socioeconomic diversities. All the stakeholders are sensitized to the constitutional obligations to uphold high ethical and moral standards and the Institute has a prescribed code of conduct for students in the "Students Handbook" which is circulated among the students at the commencement of the programme. For faculty members and staff, the code of conduct is well defined in the "Service Rules" of the Institute.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	INTERNATIONAL MANAGEMENT INSTITUTE
Address	IDCO Plot No. 1, Gothapatna, P.O Malipada, Bhubaneswar
City	Bhubaneswar
State	Orissa
Pin	751003
Website	www.imibh.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Ramesh Behl	0674-7789022222	9178630066	-	director@imibh.edu.in
IQAC / CIQA coordinator	R K Panigrahi	0674-7787922222	9845172365	-	ramakrushna@imibh.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 minroity institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of	19-08-2011

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

University to which the college is affiliated		
State	**University name**	**Document**
No contents		

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
AICTE	[View Document](#)	29-06-2021	12	Validity Extended Annually

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	National Board of Accreditation
Date of recognition	16-12-2016

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	IDCO Plot No. 1, Gothapatna, P.O Malipada, Bhubaneswar	Rural	15.84	15017.77

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	24	Bachelor Degree or Equivalent	English	120	120
PG Diploma recognised by statutory authority including university	PGDM,Management	36	Graduate with minimum two years work experience	English	60	0
Doctoral (Ph.D)	PhD or DPhil,Management	48	PG or equivalent or any other Professional Qualification like CA ICWA CS etc.	English	10	3

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				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				4				9				7
Recruited	2	2	0	4	9	0	0	9	4	3	0	7
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				27
Recruited	22	5	0	27
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	2	0	9	0	0	4	3	0	19
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	0	0	0	0	0	0	0	0	1

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Doctoral (Ph.D)	Male	0	2	0	0	2
	Female	0	1	0	0	1
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	15	63	0	0	78
	Female	7	41	0	0	48
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	1	4	1	2
	Female	2	0	0	1
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	1	0
	Others	0	0	0	0
OBC	Male	7	8	11	10
	Female	7	6	1	2
	Others	0	0	0	0
General	Male	62	70	71	68
	Female	32	35	41	28
	Others	0	0	0	0
Others	Male	7	7	4	2
	Female	0	1	6	2
	Others	0	0	0	0
Total		118	131	136	115

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Management	[View Document](#)

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3	3	3	2	2

File Description	Document
Institutional data in prescribed format	[View Document]

1.2

Number of departments offering academic programmes

Response: 1

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
118	109	140	122	67

File Description	Document
Institutional data in prescribed format	[View Document]

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
103	138	69	62	45

File Description	Document
Institutional data in prescribed format	[View Document]

2.3

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
103	138	69	62	45

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

2.4

Number of revaluation applications year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	1	2

3 Teachers

3.1

Number of courses in all programs year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
74	71	109	94	54

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

3.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
20	19	18	16	10

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

3.3

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
20	19	18	16	10

File Description	Document
Institutional data in prescribed format	[View Document]

4 Institution

4.1

Number of eligible applications received for admissions to all the programs year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
4562	4370	3452	2810	2387

File Description	Document
Institutional data in prescribed format	[View Document]

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document]

4.3

Total number of classrooms and seminar halls

Response: 13

4.4

Total number of computers in the campus for academic purpose

Response: 156

4.5

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

2020-21	2019-20	2018-19	2017-18	2016-17
410	732	644	620	525

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, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

All the programmes at IMI Bhubaneswar are structured keeping primarily industry needs in mind. It also takes into consideration the local, regional, national, and global developmental needs which is amply reflected in the Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of all the programmes offered by the institute. IMI, Bhubaneswar ensures that all academic activities are consistent with its vision and mission statements. The POs, PSOs and COs are not only embedded with national, global and industry needs but also periodically revised and updated in tune with changing business environment. The **Programme Committee** for all the programmes constituted by the management of the Institute, is responsible for effective programme execution and alignment with the mission and POs and PSOs. The committee coordinates with the faculty members and administration for smooth conduct of the classes, study tours, guest sessions, examinations, declaration of results and other off-campus academic activities. The programme committee, under the direct supervision of the **Academic Advisory Committee** ensures that the course outlines are updated regularly to be relevant to the local, national, regional and global developmental requirements. The Institute encourages both inside and outside the classroom learning activities to develop outstanding managerial talent. The institute reviews the course content of each and every course to reflect the changing needs of industry in the context of the challenges thrown to business at global, national and regional levels. *Faculty members are empowered to float new courses based on the industry demands and acceptance by the students.*

The integration can be illustrated with a simple example. A core course at IMI Bhubaneswar is Corporate Social Responsibility. To make the students aware of the social responsibilities they have the CSR course is linked to Prayas Club – a social outreach club. As members of Prayas club the students are made aware of the issues facing the poor and the marginalized section of the society. They also conduct various social outreach programmes like donation of clothes, literacy development, sanitization etc. This ensures that the students are socially responsible and are closely linked to the ground realities. Similar integration is done in majority of the courses as ethical and moral responsibilities are taught in the classrooms through case studies, role plays and group tasks. Students are also exposed to Corporate Talks delivered by senior management from the business world, and this is juxtaposed by talks from people working in the social enterprises. This allows the students to have a clearer picture of the problems and prospects of both the worlds and help develop global outlook which are rooted in local, regional and national ethos.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 100

1.1.2.1 **Number of all Programmes offered by the institution during the last five years.**

Response: 3

1.1.2.2 **How many Programmes were revised out of total number of Programmes offered during the last five years**

Response: 3

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years(Data Template)	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 84.35

1.1.3.1 **Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..**

2020-21	2019-20	2018-19	2017-18	2016-17
66	67	92	61	48

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs

offered during the last five years.

Response: 17.16

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

Response: 69

1.2.1.2 **Number of courses offered by the institution across all programmes during the last five years.**

Response: 402

File Description	Document
Institutional data in prescribed format	View Document

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response: 100

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

Response: 3

File Description	Document
Institutional data in prescribed format	View Document

1.3 Curriculum Enrichment

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

Response:

At IMI-B the concept of "doing business ethically" is imbibed amongst the students from the beginning to ensure that students become socially responsible business leaders to contribute to the cause of society and nation. IMI-B 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 classes before the commencement of first term till they complete the programme in the 6th term, guest lectures are arranged for the students to instill professional ethics, gender sensitivity, and human values in their conduct.

Since the mission of the institute is to develop managerial talent capable of **providing enlightened and effective leadership**, the course matrix at IMI-B is designed to reflect **ethical issues, human values, and sustainability aspects** of business management. Courses like Corporate Social Responsibility, Business Ethics, Corporate Governance, Organisational Behaviour are designed in such a manner that they reflect cross-dimensional issues of individual, society and the corporate sector. In addition, IMI-B follows a **zero-**

tolerance policy for plagiarism and **violation of personal and professional ethics** which are articulated in the policy documents of IMI-B and reiterated in individual course outlines. IMI-B has put various mechanisms in place to ensure academic integrity.

Business and professional ethics, human values, gender equality and sensitivity, environmental and sustainability issues are emerging as cornerstones of corporate strategy. Accordingly, IMI-B grooms its students to imbibe these values for 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-B adopts adequate **gender sensitive policies** to ensure fair representation of women in students, faculty, and staff to promote gender equality and gender sensitivity. In addition, emphasis is also placed on human values and human development of the students. Since IMI-B is fully residential students spend time with fellow students daily. In doing so, they learn about **empathy, compassion, and care** for each other. The course curriculum has a strong emphasis on teamwork by staying together in both classroom and hostels and caring for each other. Many of the courses have components which require **teamwork** to complete the component. This allows a student to develop **mutual respect** for each other and inculcates a sense of tolerance towards diverse viewpoints.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document

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

Response: 21

1.3.2.1 **How many new value-added courses are added within the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	4	5	2

File Description	Document
List of value added courses (Data Template)	View Document
Brochure or any other document relating to value added courses	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 220.21

1.3.3.1 **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
326	411	223	239	62

File Description	Document
List of students enrolled	[View Document](#)

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)

Response: 95.76

1.3.4.1 **Number of students undertaking field projects / internships / student projects**

Response: 113

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	[View Document](#)

1.4 Feedback System

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

Response: A. All 4 of the above

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

1.4.2 The feedback system of the Institution comprises of the following :

Response: B. Feedback collected, analysed and action taken

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 63.3

2.1.1.1 **Number of students admitted year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
118	131	136	115	60

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

2020-21	2019-20	2018-19	2017-18	2016-17
190	190	190	180	120

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

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 0

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
18	19	16	16	10

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

2.2 Catering to Student Diversity

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

Response:

International Management Institute Bhubaneswar (IMI-B), being a management institute, is well aware of the fact that the students coming into study management are from diverse backgrounds and as such many do not have the same level of competencies required for the course. For example, the Class of 2018-2020 has 48% commerce students, 25% technology graduates and the remaining 27% from various other streams including arts and humanities. In a bid to ensure that the students in a management course are on the same footing and are not disadvantaged, IMI Bhubaneswar divides the learning levels into three distinct parts – which are exclusive of classroom teaching.

Pre-Course Preparation: Once the students are admitted to the PGDM programme, IMI Bhubaneswar undertakes a series of measures to ensure that the faculty members and the incumbent batch are comfortable with each other. Each student is assigned a mentor faculty. The mentor faculty establishes one to one contact with the students over phone, email and internet and assesses the skill levels of the students. The faculty mentor also shares electronic books and resources with the students to make them comfortable with the syllabus. During the orientation, mini-tutorials and refreshers are arranged in some common subjects like mathematics, statistics, accountancy etc. These mini tutorials are taken by regular faculty members of IMI Bhubaneswar and provide the basic set of knowledge to all the students.

During Course Preparation: After the results are declared for a trimester, students who have scored below 4.5 CGPA are identified and counseled by the Programme Office. This is in addition to individual monitoring of the students by the respective mentors. If necessary, Programme Office can arrange additional tutorial sessions for the weak students. If a number of students in the programme feel that they require additional tutorial from any particular faculty member, they can also approach the Programme Office and the Programme Office is bound to arrange tutorials for the students. IMI Bhubaneswar also believes in open door policy. Regular meeting of the Director and the students are arranged per trimester in which the faculty members are not present. This allows the students to freely speak their grievances about courses and faculties and request for changes and/or extra classes. Besides this, every faculty member declares their consultation hours on the course outline. Students are encouraged to meet the faculty members any time and clarify their doubts. The slow learners are teamed up with a few bright students to ensure that peer learning helps them in their academic performances. IMI Bhubaneswar is committed to ensuring quality education for each and every student and believes that none should be left behind just because they are slow learners.

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

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

Response: 6:1

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

IMI Bhubaneswar firmly believes that classroom theoretical inputs are not sufficient to make better managers. It believes that a manager must be capable enough of taking real time decisions and act on them. To this end IMI-B puts in place various methodologies to enhance the skills of the students.

Case Methodology and Role Plays: The key teaching pedagogy adopted at IMI-B 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. Students are presented with real life situations given in the case and they have to make managerial decisions on the basis of facts presented in the case. This leads to multiple interpretations and outcomes and contributes to overall learning process. To augment the case methodologies, many faculty members believe in augmenting the case with role plays. Students are asked to enact out various characters in the case and take decisions according to their own understandings of the problem.

Internships and Live Projects: IMI Bhubaneswar encourages its students to engage in experiential learning as a part of the process. As a part of the evaluation process, eight (8) weeks **summer internship** at any organisation is a must. This allows the students to be a part of a real organisation and learn about the various aspects of work in the organisation. Students are also encouraged to take up **independent internships and 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. The projects normally are based on data collection / analysis with an aim to understand critical components and dynamics of organisations and markets. Students also undertake a **comprehensive project** in second year which sharpens their data collection and analytical skills.

Data Analytics and Simulations: Another component which is used in various subjects are the **real-life data analytics**. Students are given datasets from real world scenarios and are asked to analyze them and come to conclusion. This sharpens the analytical skills of the students and allows them to understand the dynamics between various variables and come to better decisions. **Simulation** as a teaching pedagogy has been recently introduced in marketing strategy. 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 organisation. Simulation, as such, provides a detailed oversight of the "*ripple effect*" of decision making in management.

Besides the above, faculty members have freedom to bring in **guest lectures** from industry into the courses to deliver real world insights and to create newer means on engaging the students. **Industry visits**, practical guest lectures and **continuous alumni interaction** all contribute to the teaching and learning environment which is nurtured at IMI Bhubaneswar to deliver quality education leading to development of

better managers and better decision makers.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

IMI Bhubaneswar is committed to providing quality education to its students. In this connection IMI Bhubaneswar believes that the workplace of the future is online and IT oriented. Keeping this assumption in mind, IMI Bhubaneswar orients its faculty members to make full use of IT and Online resources to deliver quality education to its students.

To encourage the faculty members to use the online resources in an effective manner, IMI Bhubaneswar has **state-of-the-art computing facility** at the disposal of faculty, staff, and students. A network of more than 218 Wi–Fi enabled computers, ensure **mobile computing** at all locations on the campus. One exclusive **computer lab** (80 PCs) and one **language lab** with 32 PC's having latest softwares for online classes and practice sessions add to this facility. In order to give diverse experience to the students, IMI Bhubaneswar has a massive repository on softwares at the disposal of the faculty members and students. The software library includes XL-Miner, Visual Studio, MS Project, SAP, Gretl, SPSS, SPSS AMOS, Tally ERP, Markstrat, Tableau etc.

COVID-19 necessitated the use of online platforms and IMI Bhubaneswar scaled up quickly. In April 2020, it held training sessions for its faculty and students and trained them in the use of various online platforms. To ensure that the momentum was not lost, licenses were purchased for **Zoom** to facilitate **online learning**. Classes during the Covid-19 pandemic were migrated to online platforms by the start of the new session without any major disruption.

To ensure that the students get cutting edge Industry inputs, IMI Bhubaneswar has tied up with key companies and constituted **industry-oriented labs** on its premise to ensure that faculty members and students can learn about modern analytical tools and software. *SAP Lab for ERP and Analytics, Bloomberg Terminal for Finance, Communication Lab for Soft Skills and HR, Markstrat simulation for Marketing, Six Sigma course with KPMG* help promote the use of online tools for teaching. Students also have access to **Libsys** – online library software management system and can check for books and periodicals remotely. The library also has a huge repository of E-books, E-Magazines, Journal Databases like EBSCO Host, Sage, DOAJ etc. In order to ensure that plagiarism is contained, IMI Bhubaneswar also has license for **Turnitin**.

In addition, IMI Bhubaneswar uses its own academic ERP software known as the "*Online Learning and Training (OLT) Platform*" to ensure that students have access to the resources and teachers can deliver the courses effectively. Faculty members can take attendances, schedule quizzes, grade marks and deliver

notes to the students. The students can use OLT to take quizzes, access notes and check their attendances and grades. The programme office uses OLT to take feedback of the faculty members and to generate the end of term reports.

The focus on online resources for teaching and learning has been one of the hallmarks of IMI Bhubaneswar. The net effect has been visible in quality education delivered to students during the academic session 2020-21 during covid pandemic.

File Description	Document
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 8:1

2.3.3.1 **Number of mentors**

Response: 14

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll	[View Document](#)
Circulars pertaining to assigning mentors to mentees	[View Document](#)
Any additional information	[View Document](#)

2.3.4 Preparation and adherence of Academic Calendar and Teaching plans by the institution

Response:

IMI Bhubaneswar believes in following 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 **Faculty 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 Faculty Council and only in extreme circumstances.

Based on the academic calendar, the faculty members are asked to prepare the **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 three-credit course must have 30 classroom contact hours with the students. The faculty is free to decide on the course outline and the components of evaluation. A minimum of 4 evaluation components are required out of which end term is compulsory. This is done to ensure that the evaluation process is continuous and is spread through the term. The **classroom contact hours** are strictly followed.

Any major change (deleting or adding a new module) in the teaching plan is to be approved by the faculty members of the area. A complete redesign or introduction of a new course by a faculty requires approval from the **Academic Advisory Committee**.

The course outline – once submitted by the faculty is vetted by the respective area chairs and changes are made as suggested. ***The Programme Office shares the course outlines with the faculty and students of IMI Bhubaneswar***. 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 Academic Calendar and Teaching plans for five years	View Document

2.4 Teacher Profile and Quality

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

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Link for Additional Information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 94.7

2.4.2.1 **Number of full time teachers with *Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit.* year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
19	18	18	15	9

File Description	Document
Institutional data in prescribed format (Data Template)	

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

Response: 4.3

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

Response: 86

File Description	Document
Institutional data in prescribed format	

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 declaration of results year-wise during the last five years

Response: 19.4

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**

2020-21	2019-20	2018-19	2017-18	2016-17
11	21	22	22	21

File Description	Document
Institutional data in prescribed format (Data Template)	

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 1.21

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	1	2

File Description	Document
Number of complaints and total number of students appeared year wise	[View Document](#)

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

Response:

As mentioned before, each course offered at IMI Bhubaneswar must have a minimum of four evaluation components. Out of these components – midterm and end term – are arranged by the examination department and the remaining components are to be conducted by the faculty in charge of the course.

The **examination department** schedules the examination as per the academic calendar. About a month before the examination, it sends out an email asking for question paper from the concerned faculty members. Faculty members are expected to make two (2) sets of question papers and mail the same back to examination department. For facilitation of communication, the examination department has a separate email id and IT infrastructure. Once the question papers are received by the examination department it calls for moderation of the question paper. The **moderation committee** evaluates the question paper and suggest changes as they may deem fit. These changes are incorporated into the question paper. Two distinct types of end term examination take place at IMI Bhubaneswar – the traditional (**pen and paper based**) and the analytical (**software and computer based**). The exam room allocation schedule and the invigilation schedules are generated by the examination department, and it changes for every examination. The exam room allocation schedule is communicated to the students directly by examination department. The invigilation schedule is communicated to the faculty members via the secured email id of the examination department. For analytical examination, the examination department is responsible for ensuring availability of software and the dataset. Students take the **analytical examination in the computer labs** and **each student is given a fresh system**. IT department ensures that the systems are wiped clean before the start of any analytical examination. The files are shared with the faculty members, who evaluate the paper and send in the evaluated sheet to the examination department. The anonymity of the students is ensured by using a coding system. Examination department decodes the answer scripts and sends the marks back to the faculty members for uploading on the **Online Learning and Teaching (OLT) platform**. Similar process is followed for traditional examinations.

For the remaining evaluation components like class participation, quizzes, project presentations, case study discussions etc. the concerned faculty member is responsible for ensuring that the evaluation takes place,

and the marks are uploaded on to the OLT platform. The **OLT platform** has an **integrated MCQ section** where the faculty members can make a question bank, schedule quizzes and the evaluation are automatically done by the software. The software ensures that the quiz marks are automatically and instantaneously entered into the records of the concerned class which the students can see. For other components faculty members must manually enter the marks into the OLT platform.

Once all the marks are uploaded on to the OLT platform, the faculty members need to assign grades to the evaluated group of students. IMI Bhubaneswar follows the concept of **relative grading**. The OLT software is intelligent enough to the relative grading on its own but is also flexible enough to ensure that faculty members have a final say in the grades of all the students. The relative grades once submitted are then shown in the faculty council meeting and if approval of all the faculty members is present then are passed as the final grades in the subject. The faculty council can ask a faculty member to re-grade the overall marks should it feel that the marks are not in line with the grading policy that follows a normal distribution of grades.

IMI Bhubaneswar believes in continuous evaluation process. A minimum of two components needs to be done before the middle of the term and remaining components needs to be done by the end of the term. This ensures that the students are given ample chance to improve their grading and standing in the subject.

File Description	Document
Link for Additional Information	[View Document](#)

2.6 Student Performance and Learning Outcomes

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

Response:

IMI Bhubaneswar ensures that all academic activities are consistent with its vision and mission statements. The POs, PSOs and COs are periodically aligned for all its academic and non-academic activities. The **Programme Office** for all the programmes is constituted by the management of the Institute and is responsible for effective programme execution and alignment with the mission and POs and PSOs. The committee coordinates with the faculty members and administration for smooth conduct of the classes, study tours, guest sessions, examinations, declaration of results and other off-campus academic activities. The programme committee, under the direct supervision of the **Academic Advisory Committee** ensures that the course outlines are updated regularly to be relevant to the local, national, regional, and global developmental requirements. The Institute encourages both inside and outside the classroom learning activities to develop outstanding managerial talent.

To facilitate learning in alignment with the POs and PSOs, IMI, Bhubaneswar offers a curriculum that is comparable to that of the best B-Schools. The curriculum focuses on analysis of real-time data, cases, simulations, and live projects. The curriculum incorporates the challenges of contemporary corporate world by inviting corporate leaders to provide practical insights to the students. This makes the programme offered by IMI robust and rigorous enough to prepare students for the corporate and academic

world. The POs, PSOs and COs for all the programmes are defined below:

The Course Outcomes (CO) – *known as Learning Outcomes at IMI Bhubaneswar* – of all the courses are given in the respective course outlines which are circulated to the programme office and the students of the respective course. The Course Outcomes are created by the respective faculty which are vetted by the Area Chairs, Faculty Council, and Academic Advisory Committee. If any major change is required, it is put up before the Governing Board. The Chairperson (Programme) is mandated to implement the programme related decisions. The Chairperson (Programme) disseminates the various approved templates among faculty members and ensures that the laid down standards are followed in a structured manner. A sample CO is provided below.

Course Outcome EC-501 Managerial Economics

At the end of the course, the student will be able:

- To demonstrate an understanding of methods, content and scope of micro economic principles in manageri making. (LO-1)
- To be familiar with the principles of rationality in decision making (LO-2)
- To analyse and interpret economic data for use in decision making and comprehend solutions to business p (LO-3)
- To show an awareness of the range of applicability of microeconomic economic theory in the process of de (LO-4)

All the course outcomes and programme outcomes are stored in intranet and is accessible by all faculty and students via ERP. The mission and vision statements are engraved and put up in all the prominent places at the institute. The mission, vision along with POs and PSOs are prominently displayed on the website for all stakeholders.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response:

The Institute **continuously evaluates the attainment of Program Outcomes** and Course Outcomes as per the policy framework of the Institute under the guidance of **Academic Advisory Committee**.

The evaluation of application of knowledge is inbuilt in every course curriculum which objectively assesses whether a student can apply the imparted knowledge in real life business situation. The case presentation in the classrooms, simulations, role-plays are used to evaluate the attainment of this PO. The institute puts a lot of emphasis on the courses which foster analytical and critical thinking abilities of the students to enable them take decisions based on available data. The institute evaluates the attainment of this PO through data driven summer projects and comprehensive projects. Many of the courses have

project components in which the students must work as a team and the success of the project depends on the ability of the team to coordinate various functions smoothly. This allows the students to **develop leadership skills in a team-work scenario**. In addition to classroom-based teamwork, students are also encouraged to take part in various clubs and committees in which the student teams are responsible for taking key decisions and coordinating the process.

Each course is designed to reflect all POs and PSOs. Attainment of COs ensures attainment of POs and PSOs. The institute puts a lot of emphasis on adequate attainment of COs for all the programmes. Each course has its own COs and evaluation parameters. The COs are mapped against respective chapters. These parameters help in assessing whether the course outcome has been achieved. The Institute follows a continuous evaluation process for all the courses offered to the students. The provisions of evaluation components and grading system are clearly outlined in the students' handbook which is made available to the students at the start of the course.

To make the curriculum offering contemporary and relevant, IMI Bhubaneswar has a set process to review the course curriculum on a regular basis and effect the revision based on the business and industry requirements. The individual faculty prepares the course outline in advance making it relevant and up to date with latest information, data, and available cases. The Academic Advisory Council of the Institute provides the feedback regarding relevance of the course offerings. The Council, consisting of eminent academicians and industry leaders, guides the faculty to make the curriculum of each course relevant so that they are based on present industry needs. The Institute undertakes a detailed review process to effect all desired changes in each of its course offering for management students to make it up-to-date and very rich with relevant content.

The Institute follows relative grading system on a 10-point scale. The **final grades are moderated by the Faculty Council**. In each course the student is awarded a letter grade only. Through its robust evaluation process of every course the institute measures its attainment of POs PSOs and COs and ensures maximum attainment of each of these outcomes.

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 100

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

Response: 103

2.6.3.2 **Total number of final year students who appeared for the examination conducted by the Institution.**

Response: 103

File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	[View Document]()

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all currently enrolled students	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response:

One of the 4 key pillars of IMI Bhubaneswar is "**Research**". To ensure that "research" is at the forefront of knowledge development, IMI Bhubaneswar has a well-designed and structured research policy which is shared with all stakeholders. The **research promotion policy** of IMI Bhubaneswar is reviewed periodically to incorporate greater focus on research activities and is circulated among faculty members. The **policy document** is available in the Institute's website. All faculty members are encouraged to develop a research focus and a **research grant** of Rs. 100,000 is provided to fund research proposals. The faculty members are also provided financial support to present papers in both national and international conferences. A sum of Rs. 300,000 (per block of 2 years) is allocated to an **individual faculty development fund** which can be used for presenting papers in national / international conferences or self-development workshops. **Faculty members are also provided incentives** to publish in higher rated journals. IMI Bhubaneswar awards points to research to encourage and recognize the work done by faculty members. The activity mix and overall work portfolio of each faculty member is heavily influenced by their engagement in research work. Faculty members are encouraged to publish their research in Scopus listed journals. Nil research output by any individual faculty is viewed very seriously and negatively impacts the performance appraisal of the individual faculty.

To ensure that the Institute plays an important role to further the advancement of knowledge in the field of management by undertaking relevant research programmes, the management of the Institute has constituted the "**Research Committee**". The research committee coordinates with all the faculty members to create research output to add to the existing body of knowledge. To further this cause, the research committee organizes the **'Research Seminar Series'** on a regular basis at the Institute where each faculty member presents his/her ongoing research to the fellow faculty colleagues for inputs. The research committee holds "**Brain Storming Sessions**" to identify contemporary research gaps in the field of management to ensure that IMI Bhubaneswar contributes to further the advancement of knowledge.

In order to foster research, IMI Bhubaneswar also has well developed Library at the disposal of the faculty members and researchers. The Library has electronic and physical subscriptions to over 14000 journals and 10000 books. It also has access to online databases like EBSCO-Complete, EBSCO E-Books, J-Gate and Harvard Business Publications. In addition, Faculty members and researchers at IMI Bhubaneswar have access to large number of industry focused databases, prominent being Bloomberg terminals, CMIE-Prowess and Ace Equity database. IMI Bhubaneswar also encourages and inculcates the use of software among its students and faculty members. Commercial Analytical software like SPSS, AMOS, E-Views and open source softwares like R, gretl are regularly used in research endeavor.

The research efforts and output of IMI Bhubaneswar is reviewed regularly by the "**Faculty Review Committee**" constituted by the management. To encourage research, IMI Bhubaneswar has also started AICTE approved **Fellow Programme in Management** (FPM) since 2018.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	
Any additional information	
URL of Policy document on promotion of research uploaded on website	

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 5.97

3.1.2.1 **The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).**

2020-21	2019-20	2018-19	2017-18	2016-17
0.54	9	4.7	8.6	7

File Description	Document
List of teachers receiving grant and details of grant received	
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	

3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years

Response: 2.41

3.1.3.1 **The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	1	0	1

File Description	Document
List of teachers and their international fellowship details	
e-copies of the award letters of the teachers	

3.2 Resource Mobilization for Research

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

Response: 39.7

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

2020-21	2019-20	2018-19	2017-18	2016-17
17.8	4.2	16.3	.8	.6

File Description	Document
List of project and grant details	
e-copies of the grant award letters for research projects sponsored by government and non-government	

3.2.2 Percentage of teachers having research projects during the last five years

Response: 7.23

3.2.2.1 **Number of teachers having research projects during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1	2	1	1	1

File Description	Document
Names of teachers having research projects	

3.2.3 Percentage of teachers recognised as research guides

Response: 95

3.2.3.1 **Number of teachers recognized as research guides**

Response: 19

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

Response: 100

3.2.4.1 **Number of departments having Research projects funded by government and non-government agencies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	1

3.2.4.2 **Number of departments offering academic programes**

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	1

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.

Response:

IMI Bhubaneswar values research as a way of life and accordingly has created an ecosystem for

innovations, **creation, and transfer of knowledge**. In the line with its strategic objectives, IMI Bhubaneswar **disseminates independent and collaborative research** opportunities available at national and international level through e-mails to all stakeholders and encourage faculty to partake in such opportunities to meet its long-term strategic objectives as envisaged in its mission statement. The faculty members are encouraged to take part in various faculty development programmes. The faculty members are encouraged to attend national/international conferences to present papers. The faculty members are encouraged to conduct **MDP programmes** for enhanced knowledge sharing with the industry. The Institute has endeavored towards **collaboration with counterpart Institutions** as part of its strategic objectives. For example, the Institute has an academic collaboration with the ESC Rennes for student exchange programme. The French students' study at IMI Bhubaneswar for one term. The Institute has also collaborated with Sichuan Academy of Social Sciences (SASS), Chengdu, China and EGADE Business School, Mexico City, Mexico for hosting international conferences as part of its collaborative initiatives. IMI Bhubaneswar also has an international linkage with Manhattan Institute of Management, New York, USA. The research, innovation and creation of knowledge at IMI, Bhubaneswar heavily focusses on betterment of society.

Entrepreneurship assumes utmost importance in current economic environment. The institute grooms its students to become entrepreneurs so that they boast off being job providers rather than job seekers. To enhance entrepreneurial initiatives, E-Cell was established in 2014 which provided a platform for students to create and test ideas for the market. Subsequently a need for **Incubation Center** on campus was felt as students who were actively involved in E-Cell activities and started their own ventures needed mentoring support. This required to tie up with mentors from industry and also in-house faculty involvement from specialized areas. Informally incubation center was started from 2016 and was registered as a section 8 company in 2018-19 in name of **IMI Incubation Foundation.** The foundation promotes entrepreneurship / startups in the areas of Business Analytics, Enterprise Systems, and Renewable Energy. It is supported by team of industry mentors and faculty and has a dedicate space. It is only one in Odisha with business management focus and provides mentoring support to startups who have proof of concept to scale up. The center also provides virtual mentoring to startups located outside Odisha. It carries various activities during the year such as idea hunt, investors' summit, short term programmes on entrepreneurship development, skill development programmes. It also participates in events organized by state and central government / agencies and other incubation centers. **Institute Innovation Council** was established in 2018 as per the AICTE requirements. The council represents experts from industry and academia from outside the institute. IMI Bhubaneswar has been ranked 66th in ARIIA rankings. Our E-Cell and Incubation foundation are recognized by Start-up Odisha, a Government of Odisha initiative.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development during the last five years.

Response: 52

3.3.2.1 **Total number of workshops/seminars conducted on Research methodology, Intellectual**

Property Rights (IPR),entrepreneurship, skill development year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
8	10	14	18	2

File Description	Document
List of workshops/seminars during last 5 years	[View Document](#)
Any additional information	[View Document](#)

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

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

3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/ supervisors provided at 3.2.3 metric) during the last five years

Response: 0.62

3.4.2.1 How many Ph.Ds are registered within last 5 years

Response: 16

3.4.2.2 Number of teachers recognized as guides during the last five years

Response: 26

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)
URL to the research page on HEI web site	[View Document](#)

3.4.3 Number of research papers per teachers in the Journals notified on UGC website during the

last five years

Response: 6.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
19	20	27	17	20

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

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

Response: 2.11

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

2020-21	2019-20	2018-19	2017-18	2016-17
12	6	6	6	5

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

3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response:

File Description	Document
Bibliometrics of the publications during the last five years	[View Document](#)

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

02-11-2021 03:45:40

Response:

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document

3.5 Consultancy

3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 180.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
18.1	45.9	43.0	47.9	25.4

File Description	Document
List of consultants and revenue generated by them	View Document
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View Document

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).

Response: 32.9

3.5.2.1 **Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0.6	11.3	3.4	8.7	8.9

File Description	Document
List of facilities and staff available for undertaking consultancy	[View Document](#)
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	[View Document](#)

3.6 Extension Activities

3.6.1 Extension activities are carried out in the neighbourhood community, sensitising students to social issues, for their holistic development, and impact thereof during the last five years

Response:

IMI-Bhubaneswar believes that it exists in the society and has a symbiotic relationship with the society. As such, it believes that as an education institute it is the obligation of the institute to give back to the community, for the **holistic development of the community** as a whole. IMI Bhubaneswar carries out a lot of social activities in the neighborhood. There is a dedicated and fully active student club named as "Prayas Club" since 2011 which is managed by students under the guidance of faculty mentors. The Prayas Club addresses the **social issues** in the neighborhood of IMI through active participation for holistic development of students so that they become **socially responsible business leaders**. Students of IMI, Bhubaneswar conduct various fests for occasions like Raksha Bandhan, Eid, and Good Friday each year. They contribute to their share of social responsibility by making handmade articles and sharing them with underprivileged children.

Independence Day is also celebrated by the students of IMI, Bhubaneswar by visiting nearby villages for Flag hoisting. A meeting with the Gram Sarpanch and the Ward Members is organised. There the Sarpanch enlightens the students regarding the major issues faced by the villagers. The students along with the Panchayat members discuss various solutions to these problems under the *Unnat Bharat Abhiyan* of the Ministry of HRD, Govt. of India, which is inspired by the vision of transformational change in rural development process to help build the architecture of an Inclusive India.

Prayas Club of IMI Bhubaneswar visits "*Ghangapatna*", a nearby village, to raise awareness about **cleanliness, rainwater harvesting** and plastic ban. Students go from door to door to make villagers aware of how plastics are harmful to the environment by explaining the harmful effects of plastic and difficulties in decomposing plastic bags and bottles. Students also demonstrate how to save water and **water conservation techniques** and made the villagers aware of diseases caused by stagnant water or uncovered stored water in pots and pans. They also emphasize on the **benefits of plantation**. Villagers listen intently to the suggestions and promised to take corrective and responsible actions.

In this regard the Prayas Club of IMI, Bhubaneswar took an initiative of collecting funds for the people affected due the flood in Bihar on 30th Sept,2019. All the students and faculties of IMI, Bhubaneswar whole heartedly contributed for the noble cause. With this moto the Prayas Club of IMI Bhubaneswar initiated the program "*clothing drive*". They collect clothes from the of students of IMI, who participate

enthusiastically in this noble cause. The students go to *Ghangapatna* village to distribute these clothes. From time to time, IMI, Bhubaneswar guides its students to undertake several **CSR activities to sensitize them to social issues** for their overall development as future business leaders.

File Description	Document
Upload Any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

Response: 20

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	0	3	2	10

File Description	Document
Number of awards for extension activities in last 5 year	[View Document](#)

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

Response: 21

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	2	6	6	3

File Description	Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 244.48

3.6.4.1 **Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
322	210	353	359	141

File Description	Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

Response: 113.8

3.7.1.1 **Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work**

2020-21	2019-20	2018-19	2017-18	2016-17
123	158	123	101	64

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document

3.7.2 Number of functional MoUs with institutions of national, international importance, other

institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 12

3.7.2.1 **Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
3	5	0	3	1

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	[View Document](#)
Details of functional MoUs with institutions of national, international importance, other Institutions etc during the last five years	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

IMI Bhubaneswar has a **world class sprawling, fully residential campus spread over 16 acres**. The institute is located in the institutional area in Gothapatna, Bhubaneswar which is well developed in terms of wide roads, access to electricity & water, public transport facilities and other amenities. The Institute has adequate classrooms to meet curriculum requirements. 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 uses specific software and online data for analysis and these courses are taught in the computer lab. The students utilize the 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 **7 classrooms with a combined seating capacity of 340** and **Two computer labs with a combined seating capacity of 111 students**. The computer labs are equipped with desktops for individual students. Besides these the Institute has two auditoriums (combined seating capacity 420) and one video conferencing room along with a tutorial room. The Institute also has a fully equipped Boardroom which is also used as video conferencing room or as classroom in the case of need. Bloomberg Terminals, Language Lab, SAP Lab etc. are also available for the use of the students. Besides the indoor facilities, students have access to Amphitheatre which is also used for open air class delivery.

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:

Infrastructure	Nos	Seating Capacity	Remarks
Large Classrooms (CR1, CR2, CR5)	3	72 + 72 + 80	All core courses are delivered he
Small Classrooms (CR3, CR4, CR6 and CR7)	4	24 + 32 + 40+20	Elective courses are delivered here; Us tutorial room also
Large Computer Lab	1	80	All core courses as well as elective cou delivered here. All the courses based learning are delivered here
Computer Lab Small	1	31	Few elective courses are delivered here courses based on e-learning are deliver
Tutorial Room	1	20	All the tutorials are held here
Video Conferencing Room	1	20	Video conferencing is held here. Also courses are delivered here
Auditorium	2	180 + 240	Guest lectures are delivered in the Aud Students' events/activities are conduct Exams are conducted here

File Description	Document
Upload Any additional information	View Document
Paste link for additional information	View Document

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

Response:

IMI Bhubaneswar has adequate infrastructure to facilitate cultural activities of students. The Institute provides many indoor sports facilities and a gym for its students in the campus. The indoor sports facilities include multiple number of tables to play Table Tennis, multiple number of Carrom Boards, Chess, Billiards and Foosball. Apart from these indoor sports facilities, the Institute provides a very well-equipped gym with modern gadgets to its students for physical fitness. The Institute also provides space for practice of yoga and periodically conducts yoga sessions for its students by professional yoga instructors. The details of indoor sports facilities are provided in the Table below

Details of Indoor Sports Facilities

Indoor Sports Facilities	Number	Area / Size (meters)	Year of Establishment	User Rate	Remarks
Table Tennis	2 Tables	2.74 M X 1.53 M (Each)	2016	100 (per Academic Year)	Separate air-c with TT table
Carrom	2 Carrom Boards	1m X 1m (Each)	2016	80 (per Academic Year)	Separate space
Chess	2 Chess Boards	0.5 m X 0.5 m (Each)	2016	40 (per Academic Year)	Chess Boards provided to the
Billiards	1 Table	3.23m X 1.7m	2016	70 (per Academic Year)	Separate air-c Room with Bil
Foosball	1Table	1.4m X 0.8m	2016	30 (per Academic Year)	Separate space
Yoga Room	1 Room	12.8m X 5.1m	2016	150 (per Academic Year)	Separate air-co with Yoga mat
Gymnasium	1 Room	14.5m X 5.1m	2016	90 (per Academic Year)	Students are p facilities.

Outdoor Sports Facilities

IMI Bhubaneswar being a 16-acre campus has ample space to provide a number of outdoor sports facilities. Currently, IMI Bhubaneswar provides facilities for Cricket, Football, Basket Ball, Volley Ball and Badminton. The details of the Outdoor Sports facilities are listed below:

Details of Outdoor Sports Facilities

Outdoor Sports Facilities	Number	Area / Size (meters)	Year of Establishment	User Rate	Rem
Cricket	1 pitch	22.5m X 3.5m	2017	150 (per Academic Year)	A co whic regu
Football	1 ground	100m X 80m	2017	150 (per Academic Year)	A w (gra
Basketball	1 Court	28.5m X 15m	2017	60 (per Academic Year)	A B stud
Volleyball	1 court	24m X 9m	2016	80 (per Academic Year)	A V stud
Badminton	1 court	13m X 6m	2016	50 (per Academic Year)	A m used Bad
Lawn Tennis	1 Court	24m X 11m	2017	30 (per Academic Year)	A fu prov cam
Auditorium-1	1	180-Seater	2011	200 (per Academic Year)	
Auditorium-2	1	240-Seater	2011	200 (per Academic Year)	

File Description	Document
Geotagged pictures	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. *(Data for the latest completed academic year)*

Response: 100

4.1.3.1 **Number of classrooms and seminar halls with ICT facilities**

Response: 13

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

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 7.25

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
5	77	58	70	22

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	[View Document](#)
Upload audited utilization statements	[View Document](#)

4.2 Library as a Learning Resource

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

Response:

The library at IMI, Bhubaneswar located in a spacious and centrally air-conditioned building over 2 floors spread over 6000 sq. feet. The information center aims to support the diverse information needs of all our students, faculty's, researchers, and staffs through the provision of the ultra-modern information resources and services. The library is fully automated and contains vast repository of resources. It has been maintaining all requirements of the institute's academic programme.

In March 2017, the Institute's library introduced **Libsys** (Library Management Software) version LSease 7.0. It has all automated systems in which all books accessioned and entered in database, which help user to get intimation of issue books or returning books on email from library. Further, fine intimation starts immediately after due date of issue books to the user till renewal/return of the books. Through OPAC (open public access catalogue) user can get all details of library collection.

Special Features:

- Over 14,000 periodical titles.

- Over 10,000 books.
- 60 printed journals/magazines are available.
- Most journals are available electronically.
- Access to a wide range of both printed and electronic sources.
- Access to online library resources of other B-schools as well.
- Most journals are available electronically through EBSCO- Complete, EBSCO E-Books and J-Gate.
- Access to online Harvard Business Publishing.
- Access to Bloomberg Terminals (3 Nos)
- Access to relevant digital resources, covering all aspects of business and management, social science, computer science, economics, accounting, finance, behavioral sciences, and information technology etc.

IMI Bhubaneswar has Libsys (Library Management Software) with Total volume of book 10252 and 69 Periodicals as present on 10th August 2020.

- Name of the ILMS Software   :   Libsys
- Nature of automation (Fully or Partially) :   Fully
- Version   :   LsEase 7.0
- Year of Automation   :   2017

File Description	Document
Upload any additional information	[View Document](#)
Paste Link for additional information	[View Document](#)

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc	[View Document](#)

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 29.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
34	33	35	21	23

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	[View Document](#)
Audited statements of accounts	[View Document](#)

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year

Response: 5.8

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

Response: 8

File Description	Document
Details of library usage by teachers and students	[View Document](#)
Any additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1 *Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities*

Response:

IMI Bhubaneswar believes in adopting technology for delivery of learning to the students. To ensure a safe delivery IMI Bhubaneswar 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 Bhubaneswar has in place a **cyber security policy** which governs the access to the net. In order to keep the IT infrastructure updated IMI Bhubaneswar makes it a point to upgrade and fine-tune its infrastructure every year. For this purpose, it annually allocates a sizeable **budget for updation and upgradation** of its IT infrastructure.

IMI Bhubaneswar 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. As and when required, this technical team interacts with the faculty and students to understand their specific requirement and accordingly manages and updates the software. IMI also encourages the IT support staff to be trained with latest software available in the market. Currently, the IT hardware infrastructure consists of 3 HP enterprise servers, 180 desktops (hardware) and 27 laptops, which are all **Wi-Fi enabled**. The campus has a **210**

Mbps 24 hours high speed internet connectivity. There are 31 laser printers and 2 high-speed colour laser printer available for printing jobs. It also has Konica Minolta network printer in centralized location, accessible for all students. Boardroom plus two classrooms are equipped with Smart PC-TV. Three (3) Bloomberg terminals are installed in Library for use of students & faculty.

Local Area Network (O-drive) is hosted on common accessible drive which connects all the computers in the Institute. 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 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:

Sl. No	Name of the Software	
1	Microsoft Server and Client and Apple OS	
2	Tally 9.0 ERP multiuser	
3	Visual Pay Software	
4	Taxman TDS Software	
5	Online Learning and Teaching Software student, leave, store & placement	
6	Adobe Creative Cloud APP Adobe family	
7	Bloomberg Terminal (3 Numbers)	
8	Libsys	
9	Language Lab software 31users	
10	XL Miner	
11	Microsoft Office 365	
12	MarkStrat	
13	SAP ECC 6	
14	Antivirus – QuickHeal	
15	Turnitin	
16	Tableau	
17	Gretl	
18	R Studio	
19	SPSS	
20	AMOS	

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 1:1

File Description	Document
Student - computer ratio	[View Document](#)

4.3.3 Bandwidth of internet connection in the Institution.

Response: ?50 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	[View Document](#)

4.3.4 Institution has the following Facilities for e-content development

> 1. **Media centre**
> 2. **Audio visual centre**
> 3. **Lecture Capturing System(LCS)**
> 4. **Mixing equipments and softwares for editing**

Response: B. 3 of the above

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

4.4 Maintenance of Campus Infrastructure

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

Response: 91.99

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

2020-21	2019-20	2018-19	2017-18	2016-17
390	655	585	550	503

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	[View Document](#)
Audited statements of accounts	[View Document](#)

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

Response:

IMI has always endeavoured to provide a congenial learning environment with all modern facilities to ensure quality education and research. The institute ensures optimal budget allocation and utilization for maintenance and upkeep of different facilities at the campus. *Budget allocation is being done as per the requirements in the interest of students and their holistic development*.

Institute has **well defined policies and 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. **Administration Department** is the nodal department for the maintenance of entire campus including buildings, classrooms, and laboratories. The department is headed by the **Chief Administrative Officer** (CAO) who monitors the work of the Senior Manager (Admin) / Manager (Admin). The Senior Manager (Admin) / Manager (Admin) is accountable to the CAO and functions as the coordinator who efficiently organizes the workforce, maintaining duty files containing details about their individual floor-wise responsibilities, timings, leave etc. Senior Executive / Executives conducts periodic checks to ensure the efficiency and working condition of the infrastructure. The maintenance and upkeep of the infrastructure facilities are carried out with the support and coordination of the heads of the departments.

Campus Management

College campus maintenance is monitored through regular inspection. Upkeep of all facilities and cleanliness of environment in the hostels are maintained through **hostel monitoring committee**. **Estate Manager and his team** are involved in the maintenance of infrastructure facilities. This team looks after the regular maintenance of civil works. Estate Manager also looks after the maintenance of rest rooms, approach roads and neatness of the entire premises. 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 ladies' guards under a security supervisor is employed to safeguard the whole premises. Regular cleaning of water tanks, proper garbage disposal, pest control, landscaping and maintenance of lawns is done by concerned house-keeping staffs and gardeners appointed for the purpose.

Maintenance of **some facilities are outsourced to third parties on AMC**. These include LCD projectors, EPBX, air conditioners, water cooler, gymnasium, and water purifier. The staff is also trained in maintenance and operations of Fire Equipment. Annual stock verification is done by Store In-Charge.

Classrooms

All classrooms are equipped with the State-of-the-Art facility for conducive teaching. Most of the lectures

take place in classrooms with projector, microphone, Wi-Fi and speakers. This is to leverage blended learning techniques. A qualified IT Technical Team ensures proper upkeep of the classroom.

Library:

A well-qualified library staff under the Librarian in responsible for maintenance of the library books and other library related issues.

Computers and IT Infrastructure:

Regular maintenance of Computer Lab equipment's is done by IT Staff along with attendants under the supervision of Chairperson (Branding and IT Services).

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document]

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution and non-government agencies during the last five years

Response: 22.23

5.1.2.1 **Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
9	28	39	30	17

File Description	Document
Upload any additional information	[View Document]
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	[View Document]
Institutional data in prescribed format	[View Document]

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) 4. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Details of capability enhancement and development schemes	<u>View Document</u>

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations offered by the Institution during the last five years.

Response: 65.33

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

2020-21	2019-20	2018-19	2017-18	2016-17
82	98	69	62	45

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

5.1.5 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies
2. Organisation wide awareness and undertakings on policies with zero tolerance
3. Mechanisms for submission of online/offline students' grievances
4. Timely redressal of the grievances through appropriate committees

Response: A. All of the above

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<u>View Document</u>

5.2 Student Progression

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

Response: 90.13

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

2020-21	2019-20	2018-19	2017-18	2016-17
82	98	69	62	45

File Description	Document
Upload any additional information	View Document
Details of student placement during the last five years	View Document

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

Response: 0

5.2.2.1 **Number of outgoing student progressing to higher education.**

File Description	Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

5.2.3.2 **Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 23

5.3.1.1 **Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
4	4	3	2	10

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

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

Response:

IMI Bhubaneswar takes pride in the fact that it is a "student driven institute". The students at IMI Bhubaneswar are an integral part of the day-to-day activities of the institute. At the first level, is the **Student Council**. The student council plays an active role in the regular affairs at IMI Bhubaneswar. It is comprised of the elected **class representatives** and a group of students elected to the student council. The

student council is responsible for maintaining relationship between the management, faculty, and the students. It acts as a representative of the students and is actively involved in various activities of the institute. Besides an active Student's Council, students at IMI Bhubaneswar play a major role in various clubs and committees. Some of the key clubs and committees are as follows:

Placement Committee: The placement committee is responsible for coordinating with the various corporates and recruiters and schedule campus visits. They are also responsible for undertaking grooming sessions and preparing their classmates for placements. *Alumni committee* is responsible for maintaining relations with the alumni of the institute.

Branding Committee: The Branding Committee takes care of all the admission related discussions, queries, and suggestions from the prospective students. Through this committee, IMI-B tries to help prospective students have a clearer picture of their future and guide them through the admission process.

Media & PR Committee: The media and public relations committee is IMI-B's source of interaction to the outside world specially on Social Media Platforms. The committee is committed to provide all kind of relevant information about the B-school and is one of the core committees of the school.

Cultural Committee: Cultural Committee takes care of all the fun and cultural part of this 2-year experience starting from small campfires to specific day celebrations, picnic, annual day celebration etc. It provides scope to showcase students' extra-curricular activities with a lot of fun, enjoyment, and celebration.

E-Cell: IMIB has a very active Entrepreneurship-Cell (E-Cell). Its objective is to promote entrepreneurship in Odisha. It is a platform for the students and youth to develop as future entrepreneurs. E-Cell conducts various events such as boot camp, business plan, etc. It also conducts entrepreneurship awareness camps, entrepreneurship development programmes in collaboration with EDII and IED (under MSME, Odisha).

Prayas Club: It is the CSR club through which efforts are made to join hands with various stakeholders and make a difference by bringing smiles on the faces of the poor and underprivileged. We believe in giving back to the society through various activities. We act as a catalyst to make lives better for the ones who are deprived. Students organize various activities through the club to make the planet a better place to live in.

Besides the above key committees, there are *Mess Committee, Newsletter Committee, Sports Committee etc.* Students are also a part of *Gender Sensitisation Committee against Sexual Harassment (GSCASH)* and *Anti-Ragging Committee (ARC)*. Thus, the students at IMI Bhubaneswar are well engaged in the institutional decision making / administrative processes.

File Description	Document
Paste link for Additional Information	[View Document](#)

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 11.6

5.3.3.1 **Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
7	14	13	14	10

File Description	Document
Upload any additional information	[View Document](#)
Number of sports and cultural events / competitions organised per year	[View Document](#)

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

IMI Bhubaneswar was set up in 2011 with residential facilities for students pursuing their career in MBA and in fellow research programs. Since then, the institute has never looked back. It has grown consistently and its reputation as a premier business school in the country has been established firmly.

Established in 2011, IMI Bhubaneswar is fast emerging as an internationally reckoned fully integrated management institute of higher learning. With this level of excellence IMI Bhubaneswar has been able to build an alumni base of 407 who are well established in their respective fields in corporate world. Today the institute is proud to claim that the **Alumni are spread in different cities** of the country and some of them are also working in abroad in renowned organisations in different prestigious positions. Currently IMI Bhubaneswar is in the process of setting up Alumni Chapters at – Delhi NCR, Mumbai, Bangalore, Hyderabad, Kolkata, and Bhubaneswar. **Alumni meets are organised twice a year and one National Level meet is organised every year**. Our Alumni network is managed through the **Alma Connect** portal. The Institute also keeps in regular touch with the Alumni through newsletters, mailers, and major events that it organizes through-out the year.

The Institute has been able to give its alumni a sense of pride; alumni have also contributed a lot for its Alma-mater. Over the years, when the new students join the Institute, an **Alumni talk** is organized during the orientation session where Alumni are invited where they interact with the new students and make them understand about current requirements of the industry. This session which is held at the very beginning of the academic session helps students to make strategies for 2 years of their PGDM programme which ultimately gives them fruitful results. Apart from this, alumni are invited for **Leadership Talks** and **Panel Discussions** throughout the year.

Apart from interactive session, **alumni are invited for Group Discussion/Personal Interview** and **mock interview sessions** before students appear for their summer internship and final placement interviews. Also, the **grooming sessions** are conducted to appraise students on the expectations of corporate word from a new joiner and how they can adapt themselves to the campus to corporate transition. After the process **feedbacks are given by alumni** about each student regarding their strengths, weaknesses, and areas where they should focus so that those flaws are not there in the final processes.

Alumni have also **helped institute during campus placements, summer internships, Live Projects** either in their own organisation or through some industrial contacts which helps students to understand how the industry works. They also helped students in getting summer internship in their respective organisations. The Alumni is involved continuously with the Institute throughout the year. With this type of consistent support from alumni the institute has been growing so fast and it is expected very soon it will be tough competitor for other renowned B-Schools.

File Description	Document
Link for additional information	View Document

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

Response: E. <2 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The governance of the Institute is aligned with the vision and mission of the institute. The vision and mission statements of the Institute are displayed at various places in the campus. Through Institute's website, student handbook, and display boards vision and mission statements are conveyed to all the stakeholders. The Institute also uses the social media platforms, emails, newsletters, mailers and other communication tools for dissemination of information. The Institute also has an online ERP system which can be accessed by the stakeholders from anywhere. The Institute's decision-making bodies involves all the faculty members for policy making, planning and execution of policy decisions.

To achieve the stated vision and mission of IMI Bhubaneswar, the Governing Body comprising of eminent academicians and industry leaders is constituted. The **Governing Board** guide the top management and faculty of the Institute to realize the institutional goals. The Governing Board comprises of the **Finance, Infrastructure, and Steering sub-committees**. Since its inception, Governing Board members have proactively guided the Institute to achieve its objectives stated in the mission statement through various committees such as Academic Advisory Council, Finance Committee, etc. The **Academic Advisory Council** of IMI meets regularly to guide the Institute to achieve its mission and to ensure that the values are upheld in its letter and spirit. The advisory board of the Institute comprises of eminent personalities. They bring their rich experience to guide the Institute to achieve its stated objectives. The **Finance Committee** of the Institute reviews the financials on regular basis and accordingly the budgets are updated. The Institute has focused on developing outstanding managerial talent, research publications, collaborating with counterpart national and international Institutes, Industry, and the government in generating new knowledge for the benefit of the society, consistent with its mission statement.

Another key governing body is the **Faculty Council** in which all the faculty members of the institute are members. The key role of the Faculty Council is to deliberate on the management of the institute, to make rules and regulations governing student learning and discipline (including examinations and results) and to act as a conscience of the Institute. Matters of importance are discussed, deliberated, and decided upon at the Faculty Council level. The Faculty Council meets at least once a month to ensure the smooth functioning of the institute. The Faculty Council is supported by **Area Chairs** for academic related matters. The Area Chairs are responsible for the overall development of area of specialization. Along with the Area Chairs, Faculty members are also assigned administrative roles for the management of the institute. The faculty members also coordinate with the staff members, and student committees to ensure a smooth flow of work in tune with mission and vision of the organisation. The organisation implements a bottom-up informational flow to ensure that all stakeholders are able to represent their point of views. This also helps in taking corrective action in case any deviation occurs from the stated mission and vision.

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

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

Response:

IMI Bhubaneswar, being a "student driven institute", runs the entire process of management through a decentralised process by participation of every faculty member, staff and students of the institute. For strategic development and resourcing with respect to educational provision and management of educational resources, the matter is first discussed at the level of the **Faculty Council**. The inputs from the faculty council are discussed for its strategic requirements by the Governing Board. The **Governing Board** comprises of *Finance Committee, Infrastructure Committee and Steering Committee*. The Steering committee is primarily tasked with strategic analysis of resources for sustained viability of the institution. Based on requirement for strategic development, the Finance committee deals with resourcing for the purpose of fulfilment of strategic objectives. The Infrastructure committee is responsible for overseeing execution of resource development.

The Programme Office at IMI Bhubaneswar maintains a continuous communication channel with the parents / guardians. In addition, parents / guardians are also part of various committees e.g. **Anti-Ragging Committee**. IMI, Bhubaneswar conducts periodic assessment for making all the academic and non-academic activities and processes to yield consistent results as envisaged in the mission statement by regularly updating its programmes under the supervision of **Academic Advisory Committee** and the Governing Board through judicious assessment and budgetary allocation of its resources.

For effective execution of all activities, **Faculty Level Committees** are constituted. The key responsibility of the committee is to plan and execute the day-to-day activities. Each committee is headed by a Chairperson. The committees meet regularly and keep a record of meetings and action taken in the form of minutes of meeting. The Institute practices decentralized governance and participative management by involving all the stakeholders viz. faculty, students, parents, alumni, and industry.

Case Study (Placements):

To elaborate how decentralization works we take up the case study of the Placement Department of IMI Bhubaneswar. Prof. Rahul Gupta Chaudhury was nominated as the **Chairperson Placements** in June 2019 and he heads the Placement Cell of the Institute. He is assisted by the **General Manager Placements and two (2) Manager Placements**. The Placement Chair is a senior faculty member of the Institute and the General Manager / Manager Placements are full-time employees of the Institute. Placement activities are generally managed by students. The student level placement committee, which is formed on recommendation of the PC, is referred to as the **Student Placement Committee**. The SPC works under the able supervision and guidance of the PC. The day-to-day work of the Placement Cell is managed by the students and the General Manager Placements in full consultation with Chairperson Placements.

Seeing the growing importance of Placements, the post of Chairperson Placements was upgraded to Dean

(Career Development and Alumni Relations) and Alumni Relations was brought under the purview of placements. Further, Corporate Relations was also subsumed to Dean (Career Development and Alumni Relations) as Corporate Relations Director in April 2021.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

In 2019 a need was felt by IMI Bhubaneswar to improve its social media presence as admission interviews started revealing that many of the PGDM / MBA aspirants were checking out our social media sites before deciding to take admissions. However, till that time the social media presence of IMI Bhubaneswar was not so effective as it was completely dependent on the "**Media and Public Relations**" (MPR) team. The MPR team was comprised of students and it was becoming evident that the students were finding it difficult to balance the academic requirements and simultaneously manage the social media websites. IMI Bhubaneswar was lacking in quick and efficient communication with the stakeholders.

In order to make the social media platforms more effective, in August 2019, the Media and Public Relations was taken out of IT Infrastructure and made a separate vertical under the **Chairperson (Media and Public Relations)** with the express mandate to manage the social media sites and to ensure effective communication. On the recommendation of Chairperson (Media and Public Relations) it was decided to hire an external agency who would be responsible for creative design, scheduling of media posts and reputation management of the Institute on various social media platforms.

In order to achieve the objectives, a search was launched to identify the external agency. Based on the shortlisting a Delhi based agency was awarded the contract to design the creatives and optimize out-reach on social media. The agency started working in November 2019 following which the student MPR team was re-organised. The team was tasked to work in tandem with the external agency. The role of Media and Public Relations team was modified, and they were tasked to feed event details / photographs / write-ups to the agency for preparation of creatives. The model worked well, and IMI Bhubaneswar attained a sizeable presence on Social Media Platforms. This was reflected in the admissions of 2020 – in which the media and public relations team played an important part in attracting and retaining good students.

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

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

Response:

The Governing Structure at IMI Bhubaneswar comprises of multiple layers. At the top is the Governing Body comprising of eminent individuals. The **Governing Board** is assisted in its responsibility to fulfill the mission statements by three sub-committees: (1) *Finance committee*; (2) *Infrastructure committee*; and (3) *Steering committee*. The institution is supported in its endeavor to fulfill its' stated vision and mission by the *Academic Advisory Council* comprising of academicians and experts from the industry. They meet regularly to fine-tune the course curriculum in alignment of PSOs and towards fulfillment of POs. The overall academic ambience of the institution is maintained by the *Faculty Council* (FC). The FC meets regularly to discuss all important issues. Collective decision-making is the norm at IMI, Bhubaneswar. The FC is supported by the respective *Area Chairs* and individual faculty members.

IMI Bhubaneswar has adopted a **transparent process** for appointment of **administrative setup and service rules** for a transparent governance. The guidelines for functional operations, assessment of performance and rewards associated with the levels of performance is well articulated in the service rules and circulated among all the stakeholders. IMI Bhubaneswar has a very well laid down **Service Rule** document to govern various activities and also to measure the output of such activities. IMI Service Rules are shared with faculty and staff.

To motivate its personnel and to ensure a work-life balance, IMI has put in place a robust leave policy for all employees. Apart from these leaves, IMI Bhubaneswar also provides LTC to facilitate its faculty members to go on paid vacations every alternate year. IMI treats its students, staff and faculty members as family. IMI Bhubaneswar provides internal grant for faculty development and for research. IMI Bhubaneswar also encourages its faculty to attend national and international conferences as part of its faculty retention policy. Most of the IMI faculty members have availed this facility over the years IMI has put in place an exhaustive Service Rule for its faculty and staff members to realize their full potential in research by facilitating their personal development.

As IMI Bhubaneswar believes in **collective leadership and sharing collective responsibility**, utmost transparency is maintained by the Governing Board and Faculty Council with regard to all the policy related decisions with respect to academic and non-academic activities. To ensure accountability, all the stakeholders are involved in major policy related decision-making process. IMI, Bhubaneswar maintains the records of all its activities with regard to policy related matters on a regular basis and the management periodically reviews these records to identify the gap areas to strengthen the transparency.

File Description	Document
Any additional information	[View Document](#)
Link to Organogram of the Institution webpage	[View Document](#)
Link for additional information	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Link for additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression

Response:

Since inception, IMI Bhubaneswar has placed enormous emphasis on providing effective welfare measures for both teaching and non-teaching staff. Some of the measures include:

1. Faculty and Staff members are **sponsored** for self-development programs, capacity building training and career development programmes.
2. Faculty members are provided **financial support for attending / presenting the paper** at National & International Seminars & Conferences. IMI Bhubaneswar sponsors paper presentation in a reputed international conference once in two years and in a reputed national conference twice a year.
3. Faculty members are provided with **Research Grant** of Rs. 1,00,000/- (Rs. One Lakhs) for undertaking research. Additionally, a **faculty development fund** of Rs. 3,00,000/- (Rs. Three Lakh) is allocated to an individual faculty for a two-year block for self-development.
4. The faculty members of IMI Bhubaneswar are also given administrative positions and responsibilities commensurate with their experience. This allows the faculty members to develop his/her administrative skills besides teaching and research.
5. The promotion policy for the faculty and staff are defined in the Service Rules and are known to the employees of IMI Bhubaneswar.
6. IMI Bhubaneswar has tied up with SUM Ultimate Medicare for preventive and curative healthcare management of its staff and employees. Under the agreement employee and their family members are provided with discounts on OPD and IPD treatments and diagnostic.
7. IMI Bhubaneswar has tied up with SBI Life to provide Group Health Insurance for teaching and non-teaching staff. IMI Bhubaneswar staff and faculty are also entitled to a RPSG Corporate life insurance scheme.
8. Various leaves available to teaching and non-teaching staff such as casual leave, earned leaves, medical leave, and maternity leave for female employees.
9. The employees have the flexibility to either encash the earned leave over and above 30 leaves or accumulate it for a period of 180 days.

10. Employee Provident Fund for teaching and non-teaching staff at 12% of the basic salary.
11. Payment of Gratuity to the employees on completion of 5 years of service.
12. Limited number of accommodations for faculty and staff living on campus along with access to all amenities available on campus.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 74.89

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**

2020-21	2019-20	2018-19	2017-18	2016-17
16	17	9	12	8

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

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

Response: 2.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	2	3	2	1

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

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 81

6.3.4.1 **Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
20	19	9	12	8

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

IMI has a well-defined mechanism for internal and external audit. Professional CA firm has been appointed as an Internal auditor. Internal Audit is an ongoing continuous process throughout the financial year and the CA along with his team members verify and certify the entire Income & expenditure and the Capital Expenditure of the Institute each year on half yearly basis. Accordingly, team of the specialist from the firm undertake a thorough check and verification of all vouchers of the transactions that are carried out in each financial year. Apart, team also verifies the processes & functions of each department and reports the same in their report.

In addition to the internal auditors, IMI has also engaged a reputed agency as an external auditor. Aim of engaging the qualified external auditor is to review the financial information of the institute and reports on findings by the internal auditor. The external auditor is responsible for investigating financial statements for errors and fraud, performing audits on operations, reporting on findings, and providing recommendations. External audit is also carried out in an elaborated way.

The institute regularly follows Internal & external financial audit system. The institutional accounts are audited regularly by both Internal and external audits. Minor errors of omissions and commissions when pointed out by the audit team are immediately corrected / rectified and precautionary steps are taken to avoid recurrence of such errors in future. So far there have been no major findings / objections.

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

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
Annual statements of accounts	[View Document](#)

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

Response:

IMI Bhubaneswar has put in place a well-defined strategy for mobilization of funds and for optimal utilization of resources. The **Finance Committee** at IMI Bhubaneswar is majorly responsible for overseeing this process. Before the beginning of a Financial Year, the respective **vertical heads** are asked to **prepare budgets** for their vertical on a well-defined format. Once these activity-wise budgets are prepared, they are sent to the Finance Committee. This committee consolidates all the budget proposals received from the various verticals, vets for the feasibility of the budget and finally sends the consolidated budget to the **Governing Body** for approval.

The Governing Body independently reviews the budget submitted and once satisfied, sanctions the funds for expenditure in the upcoming Financial Year. The Finance Committee does a mid-year review to ensure that the funds are being effectively utilized and that the deviations between the actual expenditure and the budgeted expenditure are kept to a minimum. The **Director's Office** and the **Finance and Accounts Office** are responsible for maintaining a month on month check on budget utilization.

IMI Bhubaneswar being a corporate sponsored B-School generates the bulk of its revenues from students' fees, MDPs/FDPs, research and consulting projects. Some amount is also received from the Government and the corporate houses. As regards utilization of funds, the key expenditure occurs on the salaries of teaching and non-teaching staff, augmentation of teaching and research infrastructure, placement related activities, and other miscellaneous expenses. In order to optimally utilize the budget, IMI Bhubaneswar has put in place an effective **finance monitoring and control system**. The Finance Committee and the staff in the accounts department regularly conduct internal audits. External audits, as per the regulatory requirements, are regularly conducted by reputed audit firms. The audit reports are discussed and vetted by the Finance Committee before it is put up to the Governing Body.

IMI Bhubaneswar also conducts brain storming sessions of its faculty and staff members to identify newer avenues of fund mobilization and to lower the dependency on student fees and its corporate mentors. The strict monitoring of budgetary resources has ensured that IMI Bhubaneswar today is a self-sufficient institute.

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

6.5 Internal Quality Assurance System

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

Response:

The institute has put in place formal mechanisms for internal quality assurance and processes. The Institute emphasizes quantifiable output indicators to monitor overall performance on key functional parameters. To achieve its mission, IMI Bhubaneswar has put in place a well defined *Standard Operating Procedure (SOP)* for all the various verticals. The SOPs are clearly defined with respect to outcomes and goals and the procedures needed to be followed for the attainment of the goal. All key activities and systems at IMI Bhubaneswar work as per the SOP. The net result of following a well-defined SOP is that within 5 years of its inception IMI Bhubaneswar was able to get the prestigious NBA accreditation in 2016 and was successfully reaccredited in the year 2019. The reaccreditation in 2019 has led to the grant of **"Graded Autonomy Category II"** to IMI Bhubaneswar from AICTE. It has also been accepted as an associate member of EQUIS and is in the process of applying for full membership. To further illustrate the achievements of the IQAC we present two practices which have been internalized by the Institute:

Placements: In the beginning, IMI Bhubaneswar followed the placement rules of IMI Delhi; but as time progressed it was found that the placement rules of IMI Delhi were creating more problems for the students and the placement team rather than solving the same. As such, over the years the rules and the SOPs for placements were changed and made more relevant to the existing conditions of IMI Bhubaneswar. The procedure for eligibility, application, interviews, withdrawals etc. are detailed in the Student Information

Handbook.

Feedback from Stakeholders: The IQAC at IMI-B periodically reviews the teaching and learning process, structures and methodologies of operations and learning outcomes by involving the *students, alumni, faculty and industry experts* to obtain their feedback to make the curriculum contemporary and effective. The meetings with students are held periodically to improve course delivery. The Institute invites suggestions from the students and alumni with regard to introduction of new elective papers. Students provide faculty feedback through the Online Learning & Teaching (OLT) system. The feedback is made available to the faculty for improvement in subsequent teaching opportunity. To ensure coherence between external and internal decision-making, periodic review meetings are conducted between faculty and the governing body to ensure that course curriculum and offerings are improved every year. Also, the feedback from the industry experts is incorporated in the curriculum. The feedback is reviewed with the Academic Advisory Council and the Governing Body to fine-tune the curriculum.

File Description	Document
Any additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives   )

Response:

IMI Bhubaneswar has endeavored to achieve its strategic objectives by involving all the stakeholders in the process of academic delivery.

Regular Feedback from Stakeholders: The IQAC at IMI-B periodically reviews the teaching and learning process and learning outcomes by involving the *students, alumni, faculty and industry experts* to obtain their feedback to make the curriculum contemporary and effective. Students provide feedback through the Online Learning & Teaching (OLT) system. There is a structured format for obtaining feedback from students. The feedback is taken from each student for every faculty twice during every trimester. The feedback is made available to the faculty for improvement in subsequent teaching opportunity. The feedback from students is also obtained by the management through open-house sessions wherein a free-flow of thoughts and opinions are encouraged to improve overall quality parameters of the Institute.

The Faculty Council meets at regular intervals to review course curriculum. Also, the feedback from the industry experts and experts from the field of management education are incorporated in the curriculum. Based on the feedback received from various stakeholders, new courses and pedagogical tools are introduced in the curriculum. This includes addition of learning resources like MARKSTRAT, BLOOMBERG Terminals and PROWESS database. New courses like advanced Excel, Machine Learning etc. have also been introduced based on the feedback of the alumni.

Mentoring Programme: IMI Bhubaneswar has a mentoring programme in place. Mentoring of the students are done at two levels: ***Mentoring by Faculty Members and Mentoring by Industry experts during SIP***. Once a student joins IMI Bhubaneswar, he or she is allocated with a Faculty Member at the commencement of the academic year. The faculty member strives to become a long-term mentor to the student. The mentoring programme is reviewed twice in a trimester. During the SIP the faculty mentor connects with the corporate/ industry mentor to assess the progress of the project. There is a motivation for the students to excel in their SIPs as they have a prospect of getting a pre-placement offer from the organisation. Students who top the SIP programme are also awarded cash prize from the Institute.

The mentoring strategy adopted by IMI Bhubaneswar ensures all round development of its students for them to become successful leaders in future.

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

6.5.3 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality initiatives with other institution(s)**
3. **Participation in NIRF**
4. **Any other quality audit recognized by state, national or international agencies (ISO Certification)**

Response: 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Link for additional information	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

IMI Bhubaneswar has a robust ethical work culture which is based on equality and inclusion. Equal opportunities are provided to all individuals irrespective of gender, race, caste, and socio-economic background. Due to its inclusive policies, women enjoy a **fair representation** among students, staff, and faculty. The main focus is to create a **safe, inclusive, and discrimination-free culture** for everyone who is part of the institute. It also aims to hold meaningful discussions and provide support on gender, sexuality, and related issues irrespective of anyone's sex, gender identity, caste, class, religion, ethnicity, language, age, position, work, race, disability, and sexual orientation. **Gender Equity** is important in any workplace, and it is imperative for all individuals to understand the distinction between sex and gender. Education and training can play a vital role in the way in which gender and other gender related terminology are socially constructed in sensitizing the people to change their mindset. As an example of gender equity, female candidates appearing in admission interviews are allotted 2 extra marks to level the playing fields. Once the female candidate is admitted, she is eligible to get 20% extra scholarship provided she qualifies the scholarship norms. This also helps lessen the financial burden on the girl students and their guardians during the programme.

In order to address issues related to gender sensitization and sexual harassment, IMI Bhubaneswar has an Internal Complaints Committee called *Gender Sensitization Committee Against Sexual Harassment* (GSCASH) which has a representation from students, staff and faculty members, and an external expert. The main aim of this committee is to sensitize the employees and students at the Institute on the issues related to gender sensitization and harassment at workplace. *Frequent trainings and workshops* are conducted for students and staff in order to create a workplace free of discrimination and harassment. These trainings focus of making the students and staff members aware about the issues related to different kinds of workplace harassment and the steps which need to be taken if someone experiences or sees a coworker or other student being harassed, and the responsibility of the organization or an institution in tackling such issues or complaints. A separate email ID exists for the GSCASH Committee and is promoted amongst the students, staff, and faculty members via the Institutes website. In case of any issue one can email to the GSCASH committee for redressal.

The Institute also provides *formal and informal avenues for counseling male and female students* and staff for issues related to gender equity and sensitization. In order to give the girl students a safe space, a separate room is designated as *Girls Common Room*. Due to its proactive stance in dealing with these issues, GSCASH at IMI Bhubaneswar has till date did not receive any complaint from either students or staff/faculty members.

File Description	Document
Annual gender sensitization action plan	[View Document](#)

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

Response: B. 3 of the above

File Description	Document
Geotagged Photographs	View Document

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:

IMI Bhubaneswar believes in environmental protection and minimisation of waste materail discharge to the environment. To achieve this aim IMI Bhubaneswar has Solid & Liquid Waste Management plant and Water Treatement Facilities.

Sewage Treatment Plant (STP): Sewage is a combination of water and waste which contains organic and inorganic solids from various establishments such as commercial, industrial, or residential etc. Hence, cleaning up of wastewater is very much required. STP eliminates harmful contaminants in the most economical manner and provides a healthier environment.

- 1. STP is proven technology which offers reliable performance at all time.
- 2. Sewage treatment plant preserve natural environment against pollution.
- 3. STP meet the standards for emission of pollutants set by the Government & avoid heavy penalty.
- 4. Simple and easy installation, low operation, and maintenance of plant
- 5. Installation of sewage treatment plant reduces risk to public health and the environment.

Waste Treatment System (WTP): Water treatment is, collectively, the industrial-scale processes that make water more acceptable for an end-use. Few benefits of WTP system are.

- Provides clean, safe water processed.
- Beneficial to the environment
- Save water.

- A way to minimize waste.

File Description	Document
Geotagged photographs of the facilities	[View Document](#)
Any other relevant information	[View Document](#)

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 all of the above

File Description	Document
Geotagged photographs / videos of the facilities	[View Document](#)
Any other relevant information	[View Document](#)

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Response: Any 4 or All of the above

File Description	Document
Geotagged photos / videos of the facilities	[View Document](#)
Any other relevant documents	[View Document](#)

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. **Green audit**
2. **Energy audit**
3. **Environment audit**
4. **Clean and green campus recognitions / awards**

5. Beyond the campus environmental promotion activities

Response: D.1 of the above

File Description	Document
Certification by the auditing agency	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document

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

Response:

IMI Bhubaneswar has endeavored to develop a policy consistent with its vision and mission statements. The admission policy at IMI-B is streamlined to ensure students to be admitted with diversity in terms of gender, cultural, regional, linguistic, communal, socio-economic background.

To achieve this, IMI Bhubaneswar conducts admissions interviews in multiple locations in the country. The admission rules provide an *extra weightage to female candidates* to ensure greater inclusiveness. Since its inception, in each batch, students from various parts of the country reflect a rich cultural diversity. Though there is no reservation policy for students from minority groups etc. IMI Bhubaneswar strives for an *inclusive policy* to accommodate students from various strata of society to make the batch as diverse as possible by offering *scholarships* under various categories. IMI Bhubaneswar also provides *tuition fees waivers* to students from economically weaker sections. *Wards of defense personnel are also provided special scholarships* to lessen the financial burden on their families. This is reflected in the student intake and the batch composition. However, the Institute's admission policy does not compromise on its core values. To realize its mission of developing managerial talent capable of providing enlightened and effective leadership with an inclusive approach, IMI Bhubaneswar has selected students with excellent academic career, with an interview process that tests their decision-making skills.

To provide an inclusive and conducive environment, the students are involved in various activities

organized by Literary Club, Marketing Club, Finance Club, Operations Club, and HR Club. To foster cross-cultural harmony and inculcate tolerance for diversity among students, IMI Bhubaneswar encourages the students to organize annual events, the details of which are as below:

PHRONESIS: This is an annual cultural event organized by students. This event promises to be a unique experience held under the aegis of IMI-B and takes the meaning of events a step forward by encouraging the management graduates to think beyond the regular course curriculum and come out with solutions which will not only help the corporate world but also society as a whole. They provide a strong platform through a plethora of events including cultural activities, games and CSR initiative.

JAZBAA: This is an annual sports event which attracts participation from across the state. The event attracts over 1000 participants and above 1200 visitors. Events are covered extensively by the local print and media houses.

SPARX: A national level academic event. This event provides a unique experience for the participants as it encourages management students to think beyond the regular course curriculum and come out with blend of unique solutions which will not only help corporate world but also society. It provides a strong platform to the future manager through a plethora of management events.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

From the day of its inception, IMI Bhubaneswar intends to be an institute of difference not only by excelling in education delivery or world class infrastructure but by *integrating value added activities* in the course curriculum. One such attempt is to integrate "**corporate social responsibility**" and "**ethics**" in the course. The institute has **compulsory/core courses on CSR & Sustainability, and Business Ethics & Corporate Governance**. Elective courses like "**The Science of Happiness"** and "**Human Values"** have also been floated. The courses aim at the development of a wholistic perspective based on self-exploration and understanding of the harmony in human being. Faculty members encourage students to explore ethical aspects and they incorporate ethical issues in various courses taught by them. Some faculty members are involved with the corporates as members of the ethics / sexual harassment committees. Faculty members guide the students in their projects and help them understand the ethical nuances of the outcome relative to local, regional, national, and global context. Plagiarism check is required for all long-term projects like comprehensive projects and SIP.

In addition to the classroom teaching, the faculty members believe in creating managers with a human face and this is possible only when the students understand and appreciate the social realities and work closely with the local community. Towards the commitment to such objectives, faculty and students undertakes

various activities in the field of CSR such as volunteering in NGOs, working with the local community and discussion forums for knowledge dissemination, exchange of ideas, and sharing best practices related to CSR with various key stakeholders.

Over the last one decade of its existence, the institute has conducted many events. Notable among those are **two roundtables on CSR.** The institute has formed a student club named as "Prayas" to undertake various CSR activities under the patronage of senior faculty member. Some of the notable activities undertaken by Prayas Club over the years, include **cloth donation drive**, extending a **helping hand to cancer patients by raising fund** for their treatment, **contribution to CM's and PM's relief fund** to help calamity affected areas / people in India, organizing various awareness programmes in nearby villages through activities such as **Swacchta Pakhwada**, **water conservation**, sanitation, plantation and the like, organizing various **outreach programmes for orphanages and old age homes**, conducting welfare activities for the house-keeping staff, security guards and mess workers of IMI Bhubaneswar, and many more such activities. The Institute has made an effort to join hands and make a difference by bringing smiles on the faces of the under-privileged and poor. It believes in giving back to the society through various activities and acts as a catalyst to make lives better of the ones who are deprived. Prayas club aims to make the planet a better place to live in for everyone. Furthermore, **Azadi Mahotsav** and **Constitution Day** are also celebrated. This ensures that IMI Bhubaneswar students behave responsibly in typical business settings.

File Description	Document
• Details of activities that inculcate values; necessary to render students in to responsible citizens	[View Document](#)

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

Response: A. All of the above

File Description	Document
Code of ethics policy document	[View Document](#)
Any other relevant information	[View Document](#)

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

IMI Bhubaneswar organizes national and international commemorative days, events, and festivals with enthusiasm. Our students are on a mission towards better India by breaking the boundaries of religion and caste. Thoughts of great Indian festivals are sowed into the young minds through the programs conducted on these days. The institution practices pluralist approach towards all religious functions and encourages the students and faculty to showcase the same. Students also organise and celebrate all major festivals of the country.

Republic Day (January 26th) is celebrated every year to commemorate the adoption of constitution. On this day, various formal events including flag-hoisting and march-past are organized and which are followed by "constitution awareness program" in which students and staff members got information of their duties towards our nation and rights given to them by our constitution. By organizing such type of events institute does its share to immersed patriotism and awareness to next generation.

Independence Day (August 15th) is celebrated every year. It is a grand event marked with the flag hosting by the Chief Guest and well-practiced march-past by many teams of Security Personals. cultural activities related to independence movement are exhibited.

The *International Day* **of** *Yoga (*June 21st) has been celebrated annually to improve health and inculcate the practice of yoga among the students. IMI Bhubaneswar also believes in inclusive celebrations and as such celebrates all religious festivals of all religions to promote unity in diversity. Every year our institute organizes the national festivals. Staff and students get to know the importance of national integrity in the country in general and their role in it. Following are the list of national and international commemorative days, events, and festivals organised by the institution in the last five years.

File Description	Document
Geotagged photographs of some of the events	View Document
Any other relevant information	View Document

7.2 Best Practices

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

Response:

Introduction of Analytics as a Domain at IMI Bhubaneswar

2. Objectives of the Practice

Owing to the current need b-schools need to equip their students with analytical tools for making informed decisions. One of the greatest challenges for PGDM aspirants is to acquire the right set of skills that makes them industry ready. The initiative aims to develop the ability of students to explore key areas such as analytical process, data creation, storage, and information extraction which allows them to become a valuable asset to the organization they work for.

3. The Context

The need for Analytics as a separate domain came from the Alumni who were currently working in the corporate world. They wanted students who had more than theoretical knowledge of Analytics and were comfortable with tools and techniques used in the industry. For example, the software used in academics was primarily a menu driven software like SPSS whereas industry had moved ahead and was using programming languages like Python, Julia and R to analyze data in real time. This required that IMI Bhubaneswar was in need of an ecosystem which could mimic (if not replicate) the industrial scenario. Faculty Members who were teaching Analytics had to learn new programming languages and develop data sets which could be used in classroom settings. Another challenge was to convince the students to learn programming which became important for taking analytics.

4. The Practice

India is a knowledge-based economy and technology is beginning to have a huge impact in this space. There is competitiveness among educational institutions, especially top institutes like IIT's, IIM's and premiere private institutions to attract the best talent and offer the best academic experience. Whatever be the reason, data analytics has become one of the core fundamentals of corporate India for making informed decisions, increasing financial and operational efficiency, and demand for higher accountability. B-Schools, being the training ground for industry, thus, needed to adopt Analytics as a key domain in their course curriculum.

The task of introducing Analytics as a subject domain at IMI Bhubaneswar was compounded with multiple issues. Marketing, Finance, Information Technology, and Human Resources had different requirements of analytical abilities. For example, Finance normally works with time series or panel data whereas Marketing works with interval scale data. This imbalance of data requirements in the various domains needed to be rectified. Secondly, Faculty members needed to be re-skilled to be able to use the statistical programming languages like Python and R. Thirdly, the course curriculum needed to be re-evaluated to ensure that the same data analytical tool was being used in different domains in a consistent manner.

In order to overcome the obstacles, a conscious decision was taken to use R in most of the Analytics courses. Faculty members were tasked with learning R. The rationale for selecting open source softwares like R was that students could use the same software on their personal laptops without any cost. Initially, in 2017, a few courses were converted onto R and subsequently other courses were added to the list. Some of the courses which have been offered under the domain of Information Management and Analytics area at IMI Bhubaneswar are as follows: Marketing Analytics, Supply Chain Analytics, ERP, Blockchain and Cyber security, Process Analytics, Decision Modelling using Excel & VBA, HR Analytics, E-Business models & Analytics, Data Visualization and Dashboard, Finance & Risk Analytics etc. In 2020 Python was also introduced in a small way in "Machine Learning using R and Python"

5. Evidence of Success

The availability of open source softwares created a huge impact on students' interests to take Analytics. Another evidence of success in implementing this practice can be seen from the fact that a majority of the electives floated were subscribed to by the students. This was also evident in Placements of students. Approximately 10% of the graduating batch, got placed in Analytics domain in companies such as Deloitte, Amazon, TresVista, Flipkart, etc. Similar trends were also seen in the summer placements with students being placed in Kotak Mahindra Bank, Tommy Hilfiger, Sodexo, Decathlon. This practice also

encouraged the faculty members of IMI Bhubaneswar to dive into research in the field of Analytics which resulted in increased publication in Scopus Indexed and other quality journals.

These results provided a positive sign to the decision to induct Analytics in a phased manner as a domain in its curriculum. The mix of tools and data sets ensure that the students were industry ready from Day 1 and did not feel left out in the competitive world of data analytics.

6. Problems Encountered and Resources Required

A multitude of problems were encountered in the process of making a separate domain of Analytics. Even though some of the problems have been elaborated previously, a summary of the same has been presented as follows:

- The development of an ecosystem for all activities in and around "Analytics" as a domain was time consuming.
- There was a requirement for a detailed action plan for the adoption and introduction of "Analytics".
- There was a need to simplify the complexities for the benefit of an average student for the core courses.
- There was this paradigm shift that occurred as Analytics moved from labs straight into the industrial world, and academic institutions needed to domesticate it and make it a part of their course curriculum.
- Introduction and subsequent adoption of analytics required a conducive environment for it to flourish.

7. Notes

Based on our experiences of creating Analytics as a domain, we would like to suggest that other institutions that are wishing to adopt the same should follow the following:

- Continuous access to softwares for the students
- Creation of data sets which reflect industry problems
- Creation of a flexible ecosystem which encourages research and analytics

This would also provide a competitive edge to the institute adopting Analytics as a domain. One, it would attract better students to the institute. Two, it would provide impetus to research to the faculty members. Three, it would also attract better placements.

Introduction of Core Electives

Objective of the Practice:

The objective for introduction of "core electives" is to provide the students with a bridge course which helps them maintain continuity with their choice of electives in the second year and gives freedom to the institute to be able to introduce the new courses without burdening the students with extra credit hours. This is extremely important because as per AICTE guidelines the total credits for a PGDM course were 102 credits. Courses with zero credits were not liked by the students as it added to the classroom hours without adding anything to their scores while new courses with credits tended to increase the credit much beyond the stipulated AICTE norms.

The Context:

Towards the end of 2017 faculty members in the area of Marketing started feeling the need for a bridge course in Marketing Management in the third trimester. The reason for such a course was two folds – majority of the students were taking electives in marketing but in the third trimester there was no course in marketing management. Marketing management was taught in the 1st and the 2nd trimester and then from the 4th trimester onwards students were pushed into advanced courses of marketing. While this was being discussed another issue was raised that given the push towards "Start-Up India" a course on entrepreneurship needed to be introduced. However, introducing these courses meant that IMI Bhubaneswar was exceeding the number of credits prescribed for the PGDM programme. As such, IMI Bhubaneswar constituted a *"Course Restructuring Committee"* to look into the issue and to suggest ways and means to introduce such courses without increasing the credit load.

The Practice:

The Course Restructuring Committee, after several rounds of deliberation, concluded that the only way to introduce these courses was to offer some of them as Core Courses but with an elective flavor. This way the courses could be counted as core courses in the third trimester and large numbers could be offered to the students so that they could pick and choose from the basket of core courses which will act as a bridge between the first-year courses and the second-year electives. Once the concept was prima facie approved, the respective area chairs were asked to submit courses which they wanted as core-electives for their area. Based on the recommendation received from the various areas, the following subjects were offered as core electives in 2018: (i) Management Science Application (ii) Financial Markets and Instruments (iii) Leadership and Interpersonal Group Processes (iv) Marketing Strategy (v) Entrepreneurship Theory and Practices and (vi) Economic Analysis for Business Decisions. In 2020 due to demand for newer courses, some of them were dropped and newer electives added. The electives which were offered in 2020 are: (i) Management Science Application (ii) Marketing Strategy (iii) Entrepreneurship Theory and Practice (iv) Machine Learning using R and Python (v) Financial Markets and Instruments and (vi) Organisation Design and Theory.

The 87th Faculty Council Meeting approved the concept of core-electives and paved way to create flexibility within the AICTE structure. The Faculty Council meeting also laid down certain guidelines for floating of the Core Electives. It was also decided that from the next academic year onwards each area can nominate only one course as core elective.

Out of the six (6) courses floated as core electives, students are required to choose any four (4) courses. This allows the students the flexibility of choosing subjects which they propose to take up in the second year as electives and it also provide a platform where they can sample the flavor of electives and make informed choices regarding the electives in the second year. It provides the institutes the flexibility of introducing new courses without disturbing the course structure or adding extra credit load on to the students.

Evidence of Success:

As already mentioned, the concept of core-electives proved popular with the students at IMI Bhubaneswar. Courses such as *"Entrepreneurship Theory and Practice"* were given due recognition keeping the spirit of *"Start-up India"* in mind. The practice also gave the area of marketing management a bridge course through which it could keep the students engaged in marketing. The area, after internal deliberation,

introduced **MarkStrat Simulation.** Markstrat is a marketing simulation software which offers MBA students a risk-free platform in order to test theories and make decisions. Markstrat simulation has been developed by one of the world's leading university INSEAD, Paris, France. It gives MBA students a way to apply the theory they learned during their lessons under real market conditions. The course proved popular with the students and is almost always subscribed to its fullest capacity. Similarly, the area of Human Resource Management introduced "*Organisation Design and Theory*" – a concept which was not covered in the course structure. Also, with the increasing thrust on Analytics, "*Machine Learning using R and Python*" was introduced to the students. This course provided a platform where the students could learn the basics of R and Python and then use the softwares in their elective analytical courses. It also allowed the students to have a taste of the key concepts of the electives and make better decisions regarding their choice of electives in the second year – leading to higher student satisfaction.

Problems Encountered and Resources Required:

The biggest problem encountered was to identify the subject which were to be offered as core electives. The choice was important because it could severely affect the choice of electives by the students in the second year. A lot of deliberation went into the choice of core-electives so that the subjects were not only fun to learn but also acted as bridge between the knowledge acquired in the first year and that of the second year. Another challenge was to convince the students regarding the utility of core electives. Many of the students were surprised that electives were being offered in the third trimester. Counselling, open house sessions were undertaken by the faculty members to explain the concept to the students. Once accepted, the students enjoyed the choices of the core electives.

Notes:

The ability to offer core electives was obviously extremely beneficial for IMI Bhubaneswar. This allowed us to maintain the credit hours and provided us with flexibility to offer new and distinct courses which could pique the interest of the students. Other institutions adopting this practice must ensure that the choice of core electives should be done with care as the subject choice can impact the overall orientation of a student towards an elective.

File Description	Document
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

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

Response:

IMI Incubation Foundation & Focus on Entrepreneurship

IMI Bhubaneswar started its **Entrepreneurship Cell (E Cell) in 2014** with an objective to orient students

towards opting entrepreneurship as a career choice. All students are members of E-Cell. The cell has been functioning actively since its inception and has successfully organized numerous programmes ranging from one day to 14 days. It organizes events like boot camps, entrepreneurship awareness camps, entrepreneurship development programmes, business plan and business model competitions, idea showcase, investors pitch, CEO lectures, Industry visits, market place on campus etc. E Cell also facilitate certificate course in Entrepreneurship for its students in collaboration with Wadhwani Foundation.

The programmes are sponsored by various agencies such as Department of Science and Technology (GOI), Entrepreneurship Development Institute of India (EDII), Indian Chamber of Commerce, National Entrepreneurship Network, Institute of Entrepreneurship Development (MSME Dept., Odisha Government), The Indus Entrepreneurs (TiE) etc. Many of these programmes also receives participation from local colleges and aspiring entrepreneurs from nearby areas. E-Cell is registered with Startup Cell (Odisha Government) and also oversees activities of Institute Innovation Council formed under AICTE-MHRD initiative. E-Cell has been instrumental in setting up Incubation center on campus.

IMI Incubation Foundation registered as a section 8 Company in February 2019. A need for incubation center on campus was felt as students who were actively involved in E-Cell activities and started their own ventures needed mentoring support. This required to tie up with mentors from industry and also in-house faculty involvement from specialized areas. Informally incubation canter was started from 2016 and was registered as a section 8 company in 2018-19 in name of IMI Incubation Foundation. The center promotes entrepreneurship / startups in the areas of **Analytics, Enterprise Systems and Renewable Energy**.

The center also provides virtual mentoring to startups located outside Odisha specially its IMI Delhi and Kolkata campus. **The center is only one in Odisha with business management focus**. Other incubation centers are associated with engineering colleges and are high on new product development. Our center plans to help these startups who have proof of concept to scale up. The focus sector of foundation are as follows:

Sector Focus:

1. **Analytics:**

According to Gartner the modern analytics and business intelligence (BI) market continues to rapidly grow with new innovations in augmented analytics. 'Markets and Markets' forecasts the Global Business Analytics Market worth $66,719.8 million in 2019 and is expected to **witness a CAGR of 7.3% during the period 2019-2024.** A recent study titled, State of Analytics at Domestic Firms In India 2018 by Analytics India Magazine and INSOFE suggests that Indian analytics, data science and big data industry is estimated to be $2.71 billion in revenues and growing at a healthy rate of 33.5 per cent CAGR.

In line with the emerging trends IMI B does lot of work in area of analytics to meet the ever-changing needs of the industry. Entire range of new age courses such as **Business Analytics, Marketing Analytics, Financial Analytics, HR Analytics, and Digital Marketing** etc. are taught to students by in house faculties which specializes in this domain. Institute offers a specialization in Analytics and many students have taken careers in analytics. Institute is also offering consulting and MDPs in this area to Indian Multinational Corporations. Some Alumni of IMI have created their startups in this domain. They have also shown their interest to be mentors at the foundation. Influidity Solutions, a startup in HR Analytics in Odisha, funded by Institute of Entrepreneurship Development, Odisha are alumni of this institute.

1. **Enterprise Systems:**

The ERP applications market is expected to reach $85.9 billion by 2022, compared with $82.6 billion in 2017. The overall ERP market in India is expected to grow at a CAGR of 25.4% during the forecast period 2015–2020. The market in the future will be driven by cloud ERP adoption among enterprises of all sizes. Cost advantages and flexibility that it offers, fosters the Cloud ERP market growth. IMI Bhubaneswar offers its students learning and hands on experience with SAP under the SAP University Alliance programme.

Prof Ramesh Behl, Director IMI Bhubaneswar is a United Nations fellow on Information Systems and International Operations and a SAP Certified Consultant. He has conducted number of training programmes and consulting assignments on ERP and SAP. Prof Behl is supported by team of faculties in the area of information systems and other areas for teaching, training, and consulting for ERP.

1. **Renewable Energy**

IMI Bhubaneswar is a corporate sponsored B School. Currently the chairman of IMI Board is Shri Sanjiv Goenka, Chairman RP –Sanjiv Goenka Group. Group has presence is various sector including power generation and distribution. The flagship company is Calcutta Electric Supply Corporation (CESE) with presence in various states of India. This gives a solid foundation to the institute to work in the domain of renewable energy. Institute also has MOU to collaborate on various aspects including digitalization and analytics with Vedanta Ltd, Jharsuguda which has presence in power sector. Leaders from these corporates have shown interest to mentor startups in this domain. Even other energy companies which have presence in Odisha like NTPC, Indian Oil, MCL etc. have been associated with IMI Bhubaneswar in past and present in various ways.

Concluding Remarks

IMI Bhubaneswar is one of the reputed Institute of the country having well corporate connect. Apart from teaching, it has regularly conducted MDPs, consulting for both public and private sector organizations in all areas. Its students have carved a position for themselves in Industry and corporates are happy recruiting them every year from its campus. This initiative of IMI Bhubaneswar will strengthen the entrepreneurship culture and bring momentum among students. IMI Bhubaneswar also provides the students with the necessary infrastructure along with support of faculty and mentors for taking up their own ventures. Soon IMI Bhubaneswar will be known for creating and nurturing startups. It will create its own identity and strengthen the entrepreneurial ecosystem in the region.

File Description	Document
Any other relevant information	[View Document](#)
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

In its short span of existence, IMI Bhubaneswar has made its mark in the world of education.

- All the courses offered by IMI Bhubaneswar are accredited by **AICTE**, Ministry of Education, Government of India.
- The flagship programme PGDM in Management has been granted MBA equivalence by Association of Indian Universities (AIU).
- IMI Bhubaneswar went in for **NBA Accreditation** for its PGDM programme in 2016 and was reaccredited in 2019. Given its score in NBA, AICTE has conferred upon it "*Graded Autonomy -2*" status.
- IMI Bhubaneswar has been ranked 62nd in India and 3rd in Odisha by **National Institute of Ranking Framework (NIRF) 2020** ranking framework.
- IMI Bhubaneswar is also accredited by **United States Board for Education Standardisation** (USBES) and is an associate member of **European Foundation for Management Development** (EFMD)

Keeping the vision of *Make in India* and *Atmanirbhar Bharat* in mind, IMI Bhubaneswar places a special focus on **entrepreneurship development**. It has an Incubation Foundation, registered as a section VIII company in 2018, and a pre-incubation Entrepreneurship cell which started functioning in 2014. The foundation promotes entrepreneurship / startups in the areas of Business Analytics, Enterprise Systems, and Renewable Energy.

Concluding Remarks :

Given this well-structured, yet flexible, chain of control and decision making, IMI Bhubaneswar 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 Institute intends to be an *Institute of difference* not only by excelling in education delivery or by boasting of world class infrastructure but by integrating value added activities into the course curriculum. One such attempt is to integrate "**corporate social responsibility**" in the course curriculum. The Institute believes in creating managers with a human face and this is possible only when the 'to be managers' understand and appreciate the social realities and work closely with the local community. Towards our commitment to such objectives, the Institute undertakes various activities in the field of CSR such as volunteering in NGOs, working with the local community, discussion forums and lectures for knowledge dissemination, exchange of ideas, and sharing best practices related to CSR with various key stakeholders such as the companies, government, civil society organizations and civil society members in and around Orissa. Students have formed a club named "Prayas Club" to undertake various CSR activities.

With the gradual shift in management education – from theory based to quantitative and computer based – IMI Bhubaneswar has invested in developing itself for the future. It has invested in upgrading the skills of the existing faculty member by arranging regular training sessions for them. It has also been able to acquire a lot of new faculty members who can contribute to the new age area areas. In the next few years IMI Bhubaneswar hopes to become a preferred destination for students looking for quality and contemporary management education. The NAAC accreditation process is a step in the same direction.