



**IFIM**  
COLLEGE

Accredited 'A' Grade by NAAC

**ANNUAL QUALITY ASSURANCE REPORT**  
**2017-18**



**INTERNAL QUALITY ASSURANCE CELL**

**THE ANNUAL QUALITY ASSURANCE REPORT (AQAR)  
OF THE IQAC**  
**for the Academic year 1<sup>st</sup> July 2017 to 30<sup>th</sup> June 2018**

**Part – A**

**I. Details of the Institution**

1.1 Name of the Institution	IFIM COLLEGE
1.2 Address Line 1	#8P & 9P KIADB INDUSTRIAL AREA
Address Line 2	OPPO-INFOSYS GATE NO. 4, ELECTRONICS CITY PHASE-I
City/Town	BENGALURU
State	KARNATAKA
Pin Code	560100
Institution e-mail address	principal@ifim.edu.in
Contact Nos.	080-41432821
Name of the Head of the Institution:	DR. ANUPAMA NATARAJAN
Tel. No. with STD Code:	080-41432855/877
Mobile:	9902645918
Name of the IQAC Co-ordinator:	Dr. H.S. GITANJALI

Mobile:

IQAC e-mail address:

1.3 NAAC Track ID

1.4 NAAC Executive Committee No. &Date:

1.5 Website address:

Web-link of the AQAR:

#### 1.6 Accreditation Details

Sl.No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 <sup>st</sup> Cycle	A	3.01	2016	5 years (2021)
2	2 <sup>nd</sup> Cycle				
3	3 <sup>rd</sup> Cycle				
4	4 <sup>th</sup> Cycle				

1.7 Date of Establishment of IQAC: DD/MM/YYYY

1.8 AQAR for the year

1.9 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC (*for example AQAR 2010-11 submitted to NAAC on 12-10-2011*)

- i. AQAR for 2016-17 uploaded (16/07/2018)
- ii. AQAR \_\_\_\_\_ (DD/MM/YYYY)
- iii. AQAR \_\_\_\_\_ (DD/MM/YYYY)
- iv. AQAR \_\_\_\_\_ (DD/MM/YYYY)

1.10 Institutional Status

University State  Central  Deemed  Private

Affiliated College Yes  No

Constituent College Yes  No

Autonomous college of UGC Yes  No

Regulatory Agency approved Institution Yes  No

Type of Institution Co-education  Men  Women

Urban  Rural  Tribal

Financial Status Grant-in-aid  UGC 2(f)  UGC 12B

Grant-in-aid +Self Financing  Totally Self-financing

1.11 Type of Faculty/Programme

Arts  Science  Commerce  Law  PEI(Phys Edu)

TEI (Edu)  Engineering  Health Science  Management

Others(Specify)

1.12 Name of the Affiliating University (*for the Colleges*)

BANGALORE UNIVERSITY

1.13 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University

University with Potential for Excellence  UGC-CPE

DST Star Scheme  UGC-CE

UGC-Special Assistance Programme DST-FIST

UGC-Innovative PG programmes  Any other (*Specify*)

UGC-COP Programmes

## **2.IQACComposition and Activities**

2.1No. of Teachers	<input type="text" value="8"/>
2.2No. of Administrative/Technical staff	<input type="text" value="2"/>
2.3No. of students	<input type="text" value="2"/>
2.4No. of Management representatives	<input type="text" value="1"/>
2.5No. of Alumni	<input type="text" value="1"/>
2. 6.No. of any other stakeholder and community representatives	<input type="text" value="1"/>
2.7 No. of Employers/ Industrialists	<input type="text" value="1"/>
2.8 No. of other External Experts	<input type="text" value="1"/>
2.9 Total No. of members	<input type="text" value="15"/>

2.10 No of IQAC meetings held:

2.11 No. of meetings with various stakeholders:  Faculty   
Students  Alumni  Parents

2.12Has IQAC received any funding from UGC during the year? Yes  No

If yes, mention the amount

2.13Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos.  International  National  State  Institution Level

(ii) Themes

1. International Conference “Fusion 2018” on “Competitive Edge Through Innovation Technology and People on 10<sup>th</sup>January, 2018.
2. MDP on Emotional Intelligence at work place was organized on 1<sup>st</sup> December 2017.
3. LMS Training on 10-10-2017
4. Moodle training on 20-5-18
5. ERP Training on15-2-18
6. Academ Training on 11-05-2018
7. Academ Training on 14-05-2018
8. Academ Training on 18-05-2018

2.14 Significant Activities and contributions made by IQAC

**1. Identify, meet and exceed the expectations of the internal and external stakeholders.**

**Internal Stakeholder**

- Orientation Programme & Foundation Course for the new batch
- Value added certificate courses
- Mentoring
- Social Immersion Project
- Formal feedback of students on academic delivery
- Student Satisfaction survey: Expect continuous feedback on their performance, good placement and infrastructure and other facilities.
- Faculty & Staff sufficiency: Attrition rate calculation to ensure manpower sufficiency in all departments
- Quality Training
- Introduced General Learning Goals and Learning Objectives in Curriculum Delivery.

**External Stakeholder**

- Parents satisfaction survey
- Assurance of Learning: Result of Academics, and overall grooming, i.e. Result of mentoring sessions, mock GD-PI, IIP, PEP etc., to ensure assurance of learning.
- Placement Interviews: Rate of rejection of students in final placement is monitored.
- Continuous connect with Alumni (Continuous alumni connect to keep them updated and making them proud of the Institute.
- Statutory and Regulatory Bodies data fulfillment.

**2. Mitigating risks at all levels: (addressing the issues to mitigate risk at all levels).**

- Risk analysis when right man for the right job is not achieved
- Risk analysis in revenue generation
- Quality of Research and Publication
- Faculty recognition
- Improve ICT enabled campus
- Meet and fulfill regulatory requirements in time
- Student Progression

**3. Maintaining an academic ambience conducive to learning and research.**

- Organized FDPs, MDPs, workshops and other Trainings
- Motivated student participation & contribution in Research
- Quantum of Research was increased by timely guidance & by conduct of FDP on research
- Students are motivated to participate at College, University & National Level fests & competitions

- Workshop for students on writing research paper.
- Mini research project, Live projects, collaborative research across streams between various departments.

#### 4. Nurture and mould industry-ready professionals

- Placement Result Analysis
- Progression Analysis
- Conversion rate of IIP to Placement
- Industry Specific Training
- Mock GDPI
- Introduction and implementation of the curricular interventions like PEP, IIP, RI, SIP and Mentoring.
- Industry tours & Industry visits
- Purposing & carrier winning workshops to students

#### 2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year \*

Plan of Action	Achievements
<b>1. Vision, Framework &amp; Benchmarking on Teaching Learning process on Institute with Potential for Excellence status.</b>	<ul style="list-style-type: none"> <li>➤ Implementation of Quality Policy</li> <li>➤ Improved Teaching Learning</li> <li>➤ Improved Students Results</li> </ul>
<b>2. Research &amp; Innovation:</b>	<ul style="list-style-type: none"> <li>➤ Faculty Cluster for research</li> <li>➤ Increase in number of publications,</li> <li>➤ Pre/Post conference presentations by faculty members</li> <li>➤ Involvement of students in research</li> </ul>
<b>3. Teaching Learning &amp; Evaluation</b>	<ul style="list-style-type: none"> <li>➤ Improvement in Teaching Learning &amp; Evaluation by identifying General Learning Goals &amp; Learning Objectives</li> </ul>
<b>4. Monitoring the functioning</b>	Monitoring the functioning of the Departments,

<p><b>of Departments, Committees, Clubs</b></p>	<p>Committees &amp; clubs by regular audit</p> <ul style="list-style-type: none"> <li>➤ Equal Work Load distribution,</li> <li>➤ Time Table</li> <li>➤ Class room allocation,</li> <li>➤ Faculty roles &amp; responsibilities</li> <li>➤ Class in charges roles &amp; responsibilities</li> <li>➤ Organized student support committees</li> <li>➤ Students driven activities by clubs</li> </ul>
<p><b>5. Student Development</b></p>	<p>Student Development:</p> <ul style="list-style-type: none"> <li>➤ Enhancing employability,</li> <li>➤ Student progression, progression to PG programs</li> <li>➤ Student empowerment,</li> <li>➤ Alumni engagements focus on group discussion, guest lectures, workshops etc.</li> <li>➤ Student mobility &amp; by suggesting measures for improving participation &amp; wins in fests, competitions etc</li> <li>➤ Alumini documentation</li> <li>➤ Parents meet</li> <li>➤ Inviting Alumini &amp; parents as resource persons and guest speakers.</li> </ul>
<p><b>6. Governance</b></p>	<p>Academic Audit</p> <ul style="list-style-type: none"> <li>➤ Accurate maintenance of documents</li> <li>➤ Adherence to Academic Plan</li> <li>➤ Systematic Assessment</li> <li>➤ Timely Evaluation</li> <li>➤ Feedback</li> <li>➤ Reports for regulatory bodies</li> <li>➤ Training &amp; Orientation for the new staff</li> </ul>
<p><b>7. Extension</b></p>	<p>Signing MOU' with various professional bodies</p>
<p><b>8. Others: Quality Enhancement</b></p>	<p>Quality Enhancement by introducing</p> <ul style="list-style-type: none"> <li>➤ Curricular Interventions like PEP, SIP, Mentoring, Research Incubation, IIP etc</li> <li>➤ Sports</li> <li>➤ Student Driven Fest-Aura</li> <li>➤ Organizing conferences/seminars, workshops at National/International/ State / Institution level</li> </ul>



*\* Attach the Academic Calendar of the year as Annexure - 1.*

2.15 Whether the AQAR was placed in statutory body Yes  No   
Management  Syndicate  Any other body

Provide the details of the action taken

- Allocation of more funds for accelerating research activities in the college.
- Academic & Administrative Audit.
- Green audit.
- The students are motivated to contribute more in research activities by funding them.
- More number of workshops and certificate courses for students & Faculties.

## Part – B

### Criterion – I

#### I. Curricular Aspects

##### 1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD				
PG		2	02	
UG	4	Nil	04	Nil
PG Diploma				
AdvancedDiploma				
Diploma				
Certificate	Nil	1	Nil	1
Others				
<b>Total</b>				
Interdisciplinary				
Innovative				05

##### 1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options

(ii) Pattern of programmes:

ii) Pattern of programmes:

Pattern	Number of programmes
Semester	6 (BBA, B.Com, BCA, BA, M.Com, MBA)
CBCS	6 (BBA, B.Com, BCA, BA, M.Com, MBA)
Elective Option	BBA/B.Com, M.com, MBA
Trimester	
Annual	

1.3 Feedback from stakeholders\*Alumni  
(On all aspects)

Alumni   
  Parents   
  Employers   
  Students

Mode of feedback:

Online

Manual

Co-operating schools (for PEI)

*\*Please provide an analysis of the feedback in the Annexure 2A, 2B, 2C, 2D*

##### 1.4 BOE Members if any

All faculties having more than five years of teaching experience in the college are the members of Board of Examiners

1.5 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

Revision for syllabus for commerce Department done. Inculsion of GLG, LO & other curricular
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1.6 Any new Department/Centre introduced during the year. If yes, give details.

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Yes ( PG Programs- M.Com &amp; MBA)</li> <li>• Research Incubation Centre introduced during 2017-18 for all the 6 Programs</li> <li>• Personality Enhancing Program was introduced to all courses in 2017-18</li> <li>• E-cell was introduced</li> <li>• Corporate mentoring was introduced to MBA students.</li> <li>• Industry Internship Program was introduced.</li> <li>• Social Immersion Project was introduced.</li> </ul> |
|---|

1.7 Curriculum Additions

Value Additions	BBA	BCOM	BCA	BA(J)	MBA	M.Com
Industrial Visit	4	2	Nil	3	3	2
Guest Lecture	3	3	Nil	4	5	5
Research Paper Presentation	3	Nil	1	1		20
Research Paper Publication	1	Nil	Nil	1		3
Placement Training	Nil	Nil	Nil	Nil	16	Nil

### **SUGGESTIONS BY IQAC FOR IMPROVEMENTS IN CURRICULAR ASPECTS**

- |   |
|---|
| <ol style="list-style-type: none"> <li>1. An increased focus on application-based learning through simulations, live projects and Industry Internship Projects.</li> <li>2. A focus on ensuring all undergraduates participates in maximum experiential learning opportunity such as internships, research and student competitions.</li> </ol> |
|---|

## **Criterion – II**

### **2. Teaching, Learning and Evaluation**

2.1 Total No. of permanent faculty	Total	Asst. Professors	Associate Professors	Professors	Others
	30	26	3	1	-
	Total	With Ph.D	With Ph.D and Mphil	Mphil	PG
	30	7	2	8	22

2.2 No. of permanent faculty with Ph.D.

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year	Asst. Professors		Associate Professors		Professors		Others		Total	
	R	V	R	V	R	V	R	V	R	V
	2		1						3	

2.4 No. of Guest and Visiting faculty and Temporary faculty

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	27	4	-
Presented papers	27	6	-
Resource Persons	7	1	-

2.6 Innovative processes adopted by the institution in Teaching and Learning:

- New teaching plan for first year's which is extended for all the years since it is found efficient and effective; that include general learning goals (GLG) and learning objectives(LO), GLG are classified into 5 categories namely effective communications, research and problem solving, proficiency in computer applications, social responsibility & ethics and Domain knowledge; under each GLG there are LOs to name a few language proficiency, problem identification, data management , analysis and visualization, ethical practices etc.
- Mentoring system is introduced to guide the students and orient them towards their area of interest to enhance their level of employability by providing enough exposure well in advance.
- PEP personality enhancement program covers life skills & life style to enhance students' personality and other soft-skills for their holistic development.
- Teaching plan includes teaching methodology, teaching tools, assignments and experiments to provide to the students better understanding of the topic.
- Presentations/simulations/videos are regularly being used apart from regular conventional white board teaching.
- Group discussions, Case studies, problem-based learning practices.
- Continuous evaluations through projects, Mid semester examinations, End semester examinations and practical examinations.
- Healthy interaction between faculty members and students which goes beyond the classrooms hours, providing support to slow learners during remedial classes.

- 24X7 Wi-Fi facility, Projectors, well equipped labs for technology support.
- Various club (Literary club, IT club, Business club, Photography & Film making club etc.) activities to enrich students with knowledge outside classroom activities.
- Students participated in SIP and Internships to be familiar with real time working environment.

2.7 Total No. of actual teaching days during this academic year

2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Descriptive exams, Multiple Choice Questions, Practical exams etc.)

Various examinations/evaluations undertaken:

- Mid semester and End semester Examinations are conducted following the same question pattern as that of the university question papers and also including advanced evaluation of case study method.
- Practical examinations are conducted (only for practical related subjects)
- Presentations and seminars are also encouraged.
- Continuous evaluation is carried out throughout the semester through class tests, presentations, class quiz, role play, debates and assignments etc.

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop

02		03
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2.10 Average percentage of attendance of students

2.11 Course/Programme wise distribution of pass percentage:

Programme Code	Programme name	Number of students appeared in the final year examination	Number of students passed in final semester/year examination	Pass Percentage
	<b>B.Com</b>	<b>26</b>	25	96

	<b>BBA</b>	<b>33</b>	28	85
	<b>BCA</b>	<b>26</b>	22	85
	<b>BA</b>	<b>7</b>	7	100

#### 2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes:

- ✓ IQAC is constant touch with the students and periodic feedback is taken from students about the teaching learning process is analysed and monitored for better performance.
- ✓ Faculty members are encouraged to design tests, assignment and examination to evaluate students understanding of the course on both knowledge and application perspective. The faculty self appraisal forms duly filled and submitted are analysed with the students performance.
- ✓ Parents feedback is considered for improvements in the area of dissatisfaction.
- ✓ Continuous monitoring that all the activities are progressing as per plan.
- ✓ Periodic IQAC Meeting with various stakeholders to check and access the performance and progress.
- ✓ Suggestions are collected and analysed and included in the system to add value.
- ✓ Formats are updated regularly for enhancing quality of information collected.
- ✓ Audits are performed to check all processes are followed.
- ✓ Ensuring that the teaching plan & work diary is maintained by the faculty.
- ✓ Benchmarking with the best in the industry.

#### 2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	-
UGC – Faculty Improvement Programme	5
HRD programmes	-
Orientation programmes	3
Faculty exchange programme	-
Staff training conducted by the university	
Staff training conducted by other institutions	-
Summer / Winter schools, Workshops, etc.	1

Others	2
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#### 2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	3	-	-	-
Technical Staff	3	-	-	-

### **SUGGESTIONS BY IQAC FOR IMPROVEMENTS IN TEACHING, LEARNING & EVALUATION**

- ☞ Implement Student activity Monitoring system in simulation lab.
- ☞ Since University decides number of working days of the semester, it fluctuates and hence it has to be taken into consideration while planning activities.
- ☞ Physically challenged students should also be targeted while marketing; Infrastructure & facilities should be made available for them.
- ☞ Faculty members should be provided with training on advanced technology to improve teaching learning, which can further help students for better placements.

### **Criterion – III**

#### **3. Research, Consultancy and Extension**

##### 3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

1. Started the Research Incubation centre for boasting research among the students & Faculties of IFIM
2. Minimum two Paper Publications& two Paper Presentation by the faculty members.
3. Conduct of Conferences for Faculty members
4. Conduct of Student Conference
5. Research Review Meeting to be conducted frequently.
6. Monitoring Publications in UGC Peer Reviewed Journals

3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	-	-	-	-
Outlay in Rs. Lakhs	-	-	-	-

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	-	-	-	-
Outlay in Rs. Lakhs	-	-	-	-

3.4 Details on research publications

	International	National	Others
Peer Review Journals	18	2	-
Non-Peer Review Journals	5	2	-
e-Journals	1	-	-
Conference proceedings	16	8	-

3.5 Details on Impact factor of publications:

Range  Average  h-index  Nos. in SCOPUS

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects	-	-	-	-
Minor Projects (BA)	2017	Self-Funded	Rs 30000/-	Rs 30000/-
Interdisciplinary Projects	-	-	-	-
Industry sponsored	2017	Amazon-	Rs 100000/-	Rs 100000/-
Projects sponsored by the University/ College (NEC)	2017	CDE	Rs 600000/-	Rs 600000/-
Students research projects <i>(other than compulsory by the University)</i>	B.Com, BBA, BA, (SIP &IIP)	-	-	-
Any other(Specify)	-	-	-	-
Total	-	-	Rs 730000/-	Rs 730000/-

3.7 No. of books published i) With ISBN No.  Chapters in Edited Books



ii) Without ISBN No.

3.8 No. of University Departments receiving funds from

UGC-SAP  CAS  DST-FIST   
 DPE  DBT Scheme/funds

3.9 For colleges Autonomy  CPE DBT Star Scheme

INSPIRE  CE  Any Other (specify)

3.10 Revenue generated through consultancy

3.11 No. of conferences organized by the Institution

Level	International	National	State	University	College
Number	1	1	-	-	-
Sponsoring agencies	-	-	-	-	-

3.12 No. of faculty served as experts, chairpersons or resource persons

3.13 No. of collaborations International  National  Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs :

From Funding agency From Management of University/College

Total

3.16 No. of patents received this year

Type of Patent	Number	
National	Applied	-
	Granted	-
International	Applied	-
	Granted	-
Commercialised	Applied	-
	Granted	-

3.17 No. of research awards/ recognitions received by faculty and research fellows Of the institute in the year

Total	International	National	State	University	Dist	College
-	-	-	-	-	-	-

3.18 No. of faculty from the Institution who are Ph.D. Guides   
and students registered under them

3.19 No. of Ph.D. awarded by faculty from the Institution

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF  SRF  Project Fellows  Any other

3.21 No. of students Participated in NSS events:

University level  State level   
National level  International level

3.22 No. of students participated in NCC events:

University level  State level   
National level  International level

3.23 No. of Awards won in NSS:

University level  State level   
National level  International level

3.24 No. of Awards won in NCC:

University level  State level   
National level  International level

3.25 No. of Extension activities organized

University forum  College forum   
NCC  NSS  Any other

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

- Kanyathon- Save the Girl Child
- Siksha Aadhar
- National Level Essay Contest
- Social Immersion Programme
- SAFE
- IFIM Sustainability Day
- Dhanutsav

## SUGGESTIONS BY IQAC FOR IMPROVEMENTS IN RESEARCH, CONSULTANCY & EXTENSION

- ☞ The publication should be in UGC recognized and Scopus Indexed Journals.
- ☞ Research developments of the faculty to be updated in the centralized database for better monitoring.
- ☞ Knowledge sharing sessions after the conference/Seminars by faculty members.
- ☞ ECS to be implemented for teaching-research & Industry building.

### Criterion – IV

#### 4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	6473 sqmtrs			6473 sqmtrs
Class rooms	19	3	Self	22
Laboratories (New = AV lab, Language Lab, Fin Lab)	4	3		7
Seminar Halls	2	0		2
No. of important equipments purchased (≥ 1-0 lakh) during the current year.				
Value of the equipment purchased during the year (Rs. in Lakhs)				
Others				
Psychology Lab	1			1
Lift		1		1

4.2 Computerization of administration and library

Yes Administration & Library computerization is done. Automation of book issue, Indexing, LIB management by LIBSOFT-2010 version, ENVLIBSOFT, Campus lab, LMS, IMPARTUS, CCTV surveillance for library.

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value

Text Books	4140	950921	502	92170	4642	1043092
Reference Books	258	60326	23	6081	281	66407
e-Books	125000	-	-	-	125000	-
Journals	4	27729	-	-	4	27729
e-Journals	6000( NList)	-	-	-	6000( NList)	-
Digital Database	1	-	-	-	1	-
CD & Video	98	-	-	-	98	-
Others (specify)						

#### 4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	115	130Mbps	2	2				
Added	NIL	-	Nil	Nil				
Total	115	130Mbps	2	2				

#### 4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.)

- ☞ All classrooms are equipped with LCD Projectors
- ☞ 6 Rooms are equipped with audio video recording facilities.
- ☞ All the teaching faculty and administrative staff were given Hands on training on ERP and LMS
- ☞ Internet bandwidth connectivity has been increased to 130Mbps

#### 4.6 Amount spent on maintenance in lakhs:

i) ICT

ii) Campus Infrastructure and facilities

iii) Equipment's

iv) Others

**Total :**

## **SUGGESTIONS BY IQAC FOR IMPROVEMENTS IN THE AREA OF INFRASTRUCTURE AND LEARNING RESOURCES**

1. There should be proper visibility into collection and other areas of your library.
2. Self-check equipment should be installed
3. More no. of reference books should be added.

### **Criterion – V**

#### **5. Student Support and Progression**

##### **5.1 Contribution of IQAC in enhancing awareness about student support services**

- Orientation sessions on different committees through which students can seek an academic and personal assistance for newly joined batch
- Every student is facilitated with an E mail ID and college handbook with all the academic details.
- Online student feedback mechanism has been introduced on the faculty and the institute.
- Faculty are trained to use Technology enhanced learning in teaching pedagogy.
- Parents Teacher meeting sessions have been introduced.
- Stressed on building a bridge between alumni and the institution.

##### **5.2 Effort made by the institution for tracking the progression**

- Student seminars, Research programs, Industry visits, Social immersion programs, Internships have been assessed and monitored.
- Conducted Management Development Programs for the faculty members.
- Awards, Prizes(cash) have been introduced for the special achievers.
- Introduced the innovative Personality Enhancement Program (PEP) for the overall development of the students.
- Incubation of Research committee for both and faculty and the students.
- Social Immersion Programs have been supported to the maximum.

#### **Total number of students**

##### **(a). Total number of students: 2017-2018**

UG	PG	Ph. D.	Others
194			

(b) No. of students outside the state

144

International Students

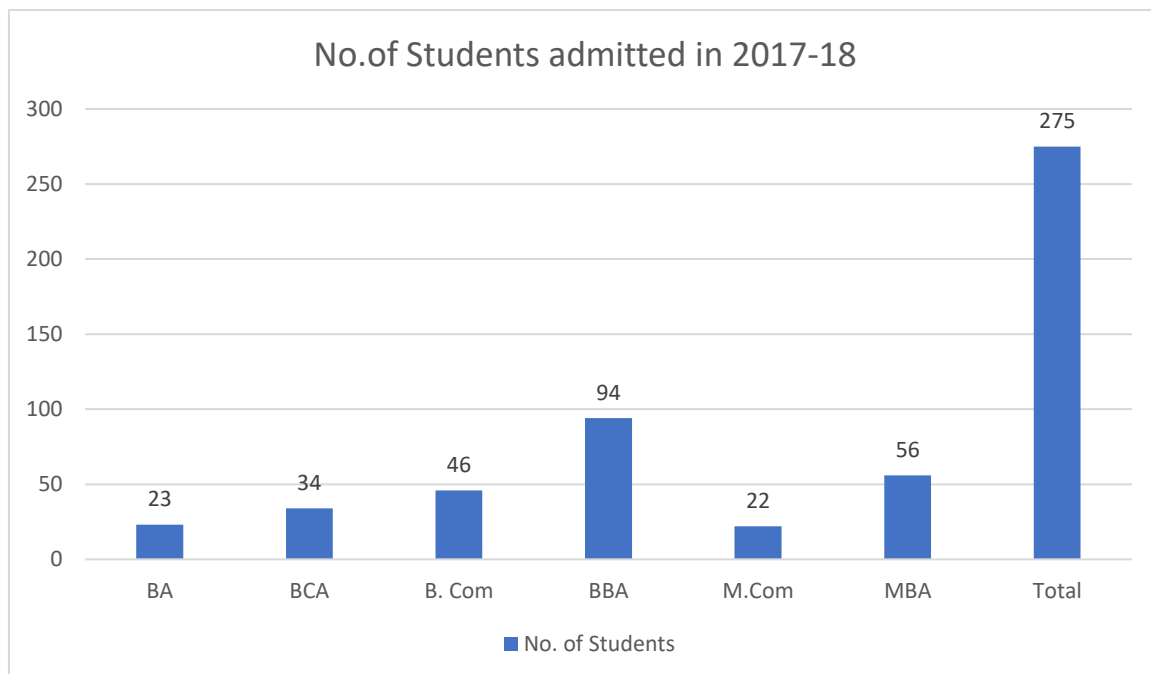
3

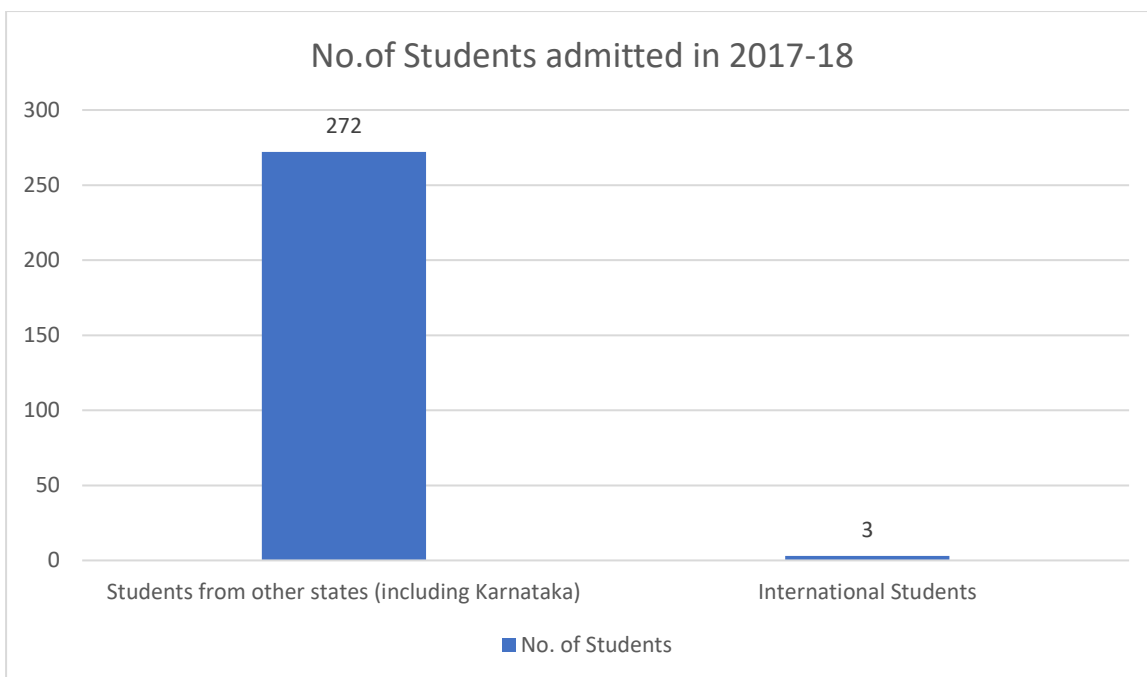
➤ Number of students 2017-18 (194)

1. Boys: 146-75%

2. Girls: 51-25%

Courses	No of		SC		ST		OBC		GM		Total Admitted
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
BA	<b>9</b>	<b>14</b>	1	1	0	0	4	10	4	3	<b>23</b>
BCA	<b>30</b>	<b>4</b>	2	0	0	0	16	0	12	4	<b>34</b>
B. Com	<b>35</b>	<b>11</b>	1	1	0	0	15	5	19	5	<b>46</b>
BBA	<b>72</b>	<b>22</b>	1	1	3	0	27	4	41	17	<b>94</b>
M.Com	<b>9</b>	<b>13</b>									<b>22</b>
MBA	<b>37</b>	<b>19</b>									<b>56</b>
<b>Total</b>	<b>192</b>	<b>83</b>	5	3	3	0	62	19	76	29	<b>275</b>





**5.4 Details of student support mechanism for coaching for competitive examinations (if any)**

MOU's with various bodies/Institutes providing quality inputs to students.

No of student's beneficiaries

**5.5 No. of students qualified in these examinations**

NET	<input style="width: 50px; height: 25px;" type="text"/>	SET/SLET	<input style="width: 50px; height: 25px;" type="text"/>	GATE	<input style="width: 50px; height: 25px;" type="text"/>	CAT	<input style="width: 50px; height: 25px;" type="text"/>
IAS/IPS etc	<input style="width: 50px; height: 25px;" type="text"/>	State PSC	<input style="width: 50px; height: 25px;" type="text"/>	UPSC	<input style="width: 50px; height: 25px;" type="text"/>	Others	<input style="width: 50px; height: 25px;" type="text"/>

**5.6 Details of student counselling and career guidance**

- Exclusive counselling committee has been formed with professional counsellors to counsel the students.
- An extensive counselling session has been scheduled two days in a week for the beneficial of the students.
- Emotional problems, Academic challenges, Inter and Intra personal issues are addressed effectively through the counselling sessions.
- Teaching fraternity has been involved in identifying the students with psychological and academic problems and recommend them for the counselling.
- Irrespective of students' academic background their issues will be addressed.

### 5.7 Details of campus placements

Number of organizations visited	Number of students participated	Number of students placed
<b>29</b>	<b>23</b>	<b>18</b>

### 5.8 Details of gender sensitization programmes

- Through orientation sessions students are informed about the equal opportunities and anti-sexual harassment sessions were conducted.
- Exclusive committees for equal opportunity and anti-sexual harassment committees are formed to support the students.
- All the students are given equal importance & opportunities in the various activities conducted in the college.

### 5.9 Students activities

5.9.1 No. of students participated in Sports, Games and other events

State/ University level  National level  International level

No. of students participated in cultural events

State/ University level  National level  International level

5.9.2 No. of medals /awards won by students in Sports, Games and other events

Sports: State/ University level  National level  International level

### 5.10 Scholarships and Financial Support

Scholar Ship and Financial Support	Number of students	Amount
Financial support from institution	Meritorious students	Varies from 50% to 100% waiver in tuition fees
Financial support from government	<b>01</b>	<b>7475/-</b>
Financial support from other sources	-----	-----



(Educational Loans)		
Number of students who received International/ National recognitions	-----	-----

### 5.11 Student organized / initiatives

#### Fairs:

- State/ University level: 1 (Aura)
- National level: Nil

#### International level Exhibition:

- State/ University level: Nil
- National level: Nil
- International level: Nil

#### National Level Essay Competition: 01

### 5.12 No. of social initiatives undertaken by the students

2
---

### 5.13 Major grievances of students (if any) redressed:

- Projectors for each class has been arranged with audio visual aids.
- Class furniture has been upgraded.

## SUGGESTIONS BY IQAC ON FOR IMPROVEMENTS IN THE AREA OF STUDENTS SUPPORT AND PROGRESSION

- |  |
|--|
| <ul style="list-style-type: none"> <li>➤ Student overall development: Personality Enhancement Program(PEP) must be inculcate in the regular curriculum.</li> <li>➤ Outbound learning: student outbound learning must be a part of orientation program.</li> <li>➤ To build a strong alumni association.</li> <li>➤ Optimum use of Learning management system.</li> <li>➤ Student involvement in social immersion program.</li> </ul> |
|--|

### Criterion – VI

## 6. Governance, Leadership and Management

### 6.1 State the Vision and Mission of the institution

<p><b>Vision:</b> To become the most sought-after destination for quality education in India</p>
--

<p><b>Mission:</b> Nurture holistic, socially responsible and continuously employable professionals</p>
---

**Quality Policy:** At the IFIM Institutions, we identify, meet and exceed the expectations of the internal and external stakeholders by institutionalizing the best global practices and mitigating risks. • This, we will achieve in an academic ambience conducive to learning and research. • We will nurture and mould industry-ready professionals with effective communication and ethical values.

**Quality Objectives:**

- Identify, meet and exceed the expectations of the internal and external stakeholders
- Mitigating risks at all levels
- Maintaining an academic ambience conducive to learning and research.
- Nurture and mould industry-ready professionals

6.2 Does the Institution has a management Information System

YES

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

Extended curriculum for holistic development

6.3.2 Teaching and Learning

GLG & LO's & Assurance of Learning

6.3.3 Examination and Evaluation

Mid Semester Examination & End Semester Examination. Remedial classes for the slow learners.

➤ IFIM College have been conducting Internal Examinations twice in a semester to adhere the principle of Continuous Internal Evaluation. Students are also evaluated on the submission of assignment, class interaction and participation in curricular and cocurricular activities.

#### 6.3.4 Research and Development

- Research Incubation centre at IFIM aids in exploring the world of research and developing their academic credentials. The main objective of this cell is to showcase the importance of doing research, ethical issues pertaining to research and plagiarism related issues rampant in information assimilation due to information overload.
- The students are encouraged to explore and identify topics to work on the area of their interest and in line with future career aspirations.
- The students are supervised by relevant faculty thus reinforcing scholarly outcomes.
- Clusters of students work under the guidance of IFIM faculty based on the similarity of the research interests provided by students and the faculty.

#### 6.3.5 Library, ICT and physical infrastructure / instrumentation

Computerised Library. Projectors in each room. Use of LMS by faculty members. Usage of multimedia resources for effective teaching.

#### 6.3.6 Human Resource Management

180 degree Appraisal system, Good HR policies, Attractive salary, LMS, FDP, Training & workshops

#### 6.3.7 Faculty and Staff recruitment

At most all the faculty members are Doctorates or pursuing Ph.D

#### 6.3.8 Industry Interaction / Collaboration

IFIMs unique Industry Internship Program (IIP) has been very well received by recruiters across industries for its unmatched exposure and valuable on the job learning. Every year IIP witnesses a large number of companies from diverse sectors ranging from IT, ITES, Financial services, Auditing, Manufacturing, Hospitality, Media & Advertisement, Banking, Research & Consulting, Sports etc. We get 100% internship offers with top companies across diverse profiles, leading to excellent conversion to Pre-placement offers.

**Mentoring:** The goal of Mentorship is to create young leaders and budding entrepreneurs by helping the mentees understand their ‘**Purpose in Life**’ before the mentee chooses his/her career path. The effectiveness of mentoring is recognized across the globe as a powerful tool of human resource development. IFIM College's corporate mentoring approach is a step towards the direction of tackling the quality of education as a new age management institution in India.

The objective of the Mentoring Program at IFIM is to enable mentors to prepare their mentees for professional careers and assist with the development of their workplace skills. Mentorship helps mentees improve their skills and position themselves to advance their careers.

#### 6.3.9 Admission of Students

Eligible Students are admitted by conducting written test & Personal Interview.

6.4 Welfare schemes for

Teaching	
Non teaching	
Students	

6.5 Total corpus fund generated

6.6 Whether annual financial audit has been done Yes

No

6.7 Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External	Internal
------------	----------	----------

	Yes/No	Agency	Yes/No	Authority
Academic	YES	Bureau Veritas	YES	Internal Auditor
Administrative	YES	Bureau Veritas	YES	Internal Auditor

6.8 Does the University/ Autonomous College declares results within 30 days?

For UG Programmes      Yes     No   

For PG Programmes      Yes     No   

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

6.11 Activities and support from the Alumni Association

Financial Contribution in Rupees: Sponsorship for programs  
 Non-Financial Contributions are as follows

- Guest Lecturers
- Corporate Mentorship
- Internship and Placement Support
- Alumni Referral
- Other various activities – admissions, Viva Voce, Mock GD/PI, WhatsApp,

6.12 Activities and support from the Parent – Teacher Association

Conduct of Parents Meet. Support for placements guest lectures, workshops, Social Immersion program etc. Parents feedback is considered for enhancement in the quality of education.

6.13 Development programmes for support staff

Training & Workshops on ERP, LMS, Regulatory body requirements. Training on ISO and career enhancement training

#### 6.14 Initiatives taken by the institution to make the campus eco-friendly

##### **Eco-friendly Campus**

- Notices are placed in all class rooms, laboratories and offices instructing turn off apparatuses that are not in use.
- Plenty of natural light and air to minimize the utilization of artificial light.
- All electric and electronic equipment utilized in the campus are consistently maintained and repaired to guarantee minimum energy waste.
- Energy conserving lights like CFL and LED are used in the campus. LED lights which are used in campus can save up to 3000 watts.
- The UPS batteries are kept up in good condition which decreases vitality for charging of batteries.
- All windows are installed with light shade glass which allows adequate sunlight into the rooms, thereby resulting in energy savings.
- In the laboratories, the Computers are switched on as per need under the supervision of lab instructor who also ensures, along with the students, that computers are switched off immediately after use.
- Staff and students are instructed to turn off monitors lights, ACs, Fans Projectors when not in use.
- Minimal use of paper, rain water harvesting, recycling of water, segregation of waste and effective waste management.

## **Criterion – VII**

### **7. Innovations and Best Practices**

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

1. **International Internship Programme:** The College encourages the students to have undergone an industry internship programme even though there is no compulsion for internship programme as per University curriculum. Currently the College associated with AIESEC for international internship. AIESEC identified some students for the internship.
2. **Students Conference – Mind Power:** To enable the students to read and think about the various works on ‘Mind Power’ and to develop a goal and the purpose in life for achievement of happy and fruitful life. IFIM College provides an opportunity to reflect on this crucial issue and enable the students to present their thoughts in the form of a conference. IFIM Student Conference on Mind Power was organized on 6<sup>th</sup> October, 2017.

3. **Social Immersion Projects:** The students closely work with the social organisations the college initiated social immersion projects for the MBA and M.Com students.  
SIP will sensitize students to the needs of a community and will enable you to identify their social problems through research. Students will learn to design solutions for these social problems through a Techno Economic Viability (TEV) study, thereby enabling sustainable social positive and measurable impact - all this by completely immersing into the community.
4. **Research Incubation:** The College established the Research Incubation for promoting research paper writing and publishing in a quality national and international journals by the faculty members along with the students.
5. **Faculty Research Publications in UGC Peer Reviewed Journals:** To focus quality research publication in journals the college instructed to the faculty members research publications only in UGC peer reviewed journals.
6. **Research Review Meeting:** To assist the faculty members those who are pursuing their Ph.D, the college conducting research review meeting in the periodical manner. In this meeting the faculty research progress are monitoring.
7. **Post Conference/Seminar / Workshop presentation- Knowledge Sharing Session:** It is mandatory in the college, the faculty members those who are attending the conference/seminars/workshop etc, should share their experience with peers.
8. **Research Workshop Series:** The College organizing periodically research workshop series for their faculty members to help in research thrust areas.
9. **Funded Research:** The College submitting funded research proposals to the various funding agencies viz., ICSSR, UGC , AICTE and other agencies.
10. **Fusion 2018:** The theme for International Conference “Fusion 2018” was “Competitive Edge through Innovation, Technology and People was organised on 12<sup>th</sup>January 2018.
11. **Industry Meet:** Industry Meet and Conference on Managing the New GST Regime was conducted on 7<sup>th</sup>June, 2017.
12. **MDP:** The IFIM College conducted a MDP on “Emotional Intelligence in the Workplace on 15.12.2017, endeavours to contribute and strengthen the resolve of professional in meeting the challenges of today’s work place situations, which have residual effect on the personal lives as well.

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

<u>Planned for entire college</u>	<u>Executed for entire college</u>
<ul style="list-style-type: none"> <li>➤ Industrial visits one per dept</li> <li>➤ Guest lectures two per dept</li> </ul>	<ul style="list-style-type: none"> <li>➤ Industrial visits = 06</li> <li>➤ Guest lectures = 11</li> </ul>
<ul style="list-style-type: none"> <li>➤ Workshops/ Seminars = 1 per dept</li> </ul>	<ul style="list-style-type: none"> <li>➤ Workshops/ Seminars: 5</li> </ul>
<ul style="list-style-type: none"> <li>➤ Conferences = 1</li> </ul>	<ul style="list-style-type: none"> <li>➤ One international conference FUSION 2018</li> </ul>
<ul style="list-style-type: none"> <li>➤ Inter-collegiate cultural function /Management Fests = 1</li> </ul>	<ul style="list-style-type: none"> <li>➤ AURA 2018 Conducted by IFIM College</li> <li>➤ Students to participate at least in 10 events outside the college</li> </ul>
<ul style="list-style-type: none"> <li>➤ Community services</li> </ul>	<ul style="list-style-type: none"> <li>➤ Blood Donation Camp</li> <li>➤ Kanyathon 2018</li> <li>➤ Ralley for River</li> <li>➤ Brand Bengaluru</li> <li>➤ International Yoga Day</li> </ul>
<ul style="list-style-type: none"> <li>➤ Students Events participation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Essay competition</li> <li>➤ Trekking-Shivagange</li> <li>➤ Trekking-Makali Durga</li> </ul>

7.3 Give two Best Practices of the institution (*please see the format in the NAAC Self-study Manuals*)

Title of the practice: Social Immersion Program - SIP

Title of the practice: Industry Internship Programme - IIP

Title of the Practice: Corporate Mentoring

Title of the Practice: Research Incubation

*\*Provided the details in annexure 4*

7.4 Contribution to environmental awareness / protection

### Green campus

- The Campus Maintenance Department was given strict instruction to use light fixtures with power saving techniques like tube lights, CFL, LED bulbs etc. Building architecture designed in such a way that Sun light can be used to reduce power consumption.
- Enterprise Resource Planning (ERP) system is in place to emphasise paper less work.
- Air conditioners are used whenever necessary.
- Students are trained to avoid utilization of polythene and make the campus plastic free.
- The Institute has kept up garden with an assortment of ornamental shrubs, hedges and avenue trees. Potted plants are displayed on the entrance to provide an aesthetic serene environment.



- The college has employed gardeners who work under the supervision of maintenance department.
- The college has been declared smoke free zone and drug free zone.
- The green areas of the campus are carefully and diligently maintained.

### **Eco-friendly Campus**

- Notices are placed in all class rooms, laboratories and offices instructing turn off apparatuses that are not in use.
- The rooms on the top floor of the institution are sufficiently bright, to minimize the utilization of artificial light.
- All electric and electronic equipment utilized in the campus are consistently maintained and repaired to guarantee minimum energy waste.
- Energy conserving lights like CFL and LED are used in the campus. LED lights which are used in campus can save up to 3000 watts.
- The UPS batteries are kept up in good condition which decreases vitality for charging of batteries.
- All windows are installed with light shade glass which allows adequate sunlight into the rooms, thereby resulting in energy savings.
- In the laboratories, the Computers are switched on as per need under the supervision of lab instructor who also ensures, along with the students, that computers are switched off immediately after use.
- Staff and students are instructed to turn off monitors lights, A/cs, Fans Projectors when not in use.

### **Water Conservation:**

- Rain Water Harvesting: Rain water harvesting is utmost priority in the institution. Rain water is collected at every block and is fed into a rain water harvesting tank to preserve ground water table.
- Periodic check-up of plumbing lines is undertaken to ensure minimal loss of water due to leakage.
- Water-level Controller: It is used in overhead tank, so both electrical and wastage of water will be saved

### **E-waste Management**

The different types of e-waste generated in the Institute like damaged C.D.s, C.P.U.s. , Hard Disk Drives, Monitors, Keyboards, Cables, Cartridges, etc. are collected together and handed over to an external e-waste recycling agency.

## **Innovation**

Points of interest of advancements presented amid the most recent four years which have made a positive effect on the working of the institution.

- CCTV cameras have been introduced at different places in the college for centralized surveillance that aids in sorting disciplinary issues
- Power Point Presentations and IT are a standard component for students which has got
- Changes in learning process.
- The institute has a very effective feedback system from parents, alumni and students. This feedback acts as a lighthouse for the faculty and there are always chances for them to improve their performance.
- Our community outreach activities include blood donation camp which is an annual feature of our institute. The students, faculty members as well as other employees of the college are fully enthusiastic about this welfare activity.

7.5 Whether environmental audit was conducted?      Yes       No

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

## **STRENGTHS:**

- Location and brand image of Bengaluru and IFIM College
- Measures to reduce our carbon footprints and Go Green have been undertaken
- Credibility and legacy of the IFIM B School established over 20 years of meaningful existence
- Individual attention to students
- Good Pedagogy academic support
- Good infrastructure - spacious, clean, airy classrooms. White boards, smart board and LCD projectors in every class room. Well –equipped Conference Room, Examination Room, Computer Labs, Auditorium, Staff Rooms
- Strong stakeholder connect
- Qualified faculty members
- Industry oriented education
- Multiple activities
- Investment and effort in updating pedagogy and faculty development
- Recognized Research Centre in Management
- Introduction of curricular interventions like SIP, IIP, PEP, Internal & External Mentoring, Research Incubation
- Regular counselling for students
- Student diversity
- Use of modern technologies in teaching pedagogy

## **WEAKNESS:**

- Lack of land for future expansion of the campus

- Lack of land for outdoor sports activities
- Lack of technical support
- Fixed curriculum
- Not all Staff members have Ph.D
- Need for more linkages with Industry and National / International Research Institutions

#### **OPPORTUNITIES:**

- Multiple job opportunities
- Research opportunities
- Opportunity for higher education
- Opportunities to design curricular activities in par with industry requirements.
- Strategic alliances and partnerships with International Universities
- Diversification of sources of revenue through better exploitation of consultancy
- Increased focus on Inter Multi-disciplinary approach for better learning
- To find means and ways to conserve our fast depleting resources and initiate programs to save the planet
- To encourage faculty to apply to different state and central funding agencies for research projects
- To have more collaborations with Industries
- To continue the services to the downtrodden by contributing food to the slums identified

#### **CHALLENGES:**

- To match up to the competition from other autonomous institutions
- To Attract more foreign students
- To introduce more UG & PG Course
- To meet the diverse need of Student community and to make them employable and to meet the Global competition
- To compete with newly established colleges in the nearby surrounding

#### **8.Plans of institution for next year**

- To increase more no of students wins in various competitions at different levels.
- Tie up with more Professional and Institutional bodies
- To obtain research-funded projects
- To increase collaboration with leading industries and provide consultancy
- To publish maximum number of international journal papers of repute
- To improve Student Internship Programme
- To develop & strengthen the Research Incubation Cell
- To Organize more number of Workshops and National & international level conferences / seminars.
- To start studio for journalism students
- To start Masters programs – for Computer applications & journalism.

*Name: Dr. Anupama Natarajan*

*Name: Dr.H.S. Gitanjali*

*Signature of the Principal*

*Signature of the Chairperson, IQAC*

\*\*\*

**Annexure I**

**Abbreviations:**

CAS	-	Career Advanced Scheme
CAT	-	Common Admission Test
CBCS	-	Choice Based Credit System
CE	-	Centre for Excellence
COP	-	Career Oriented Programme
CPE	-	College with Potential for Excellence
DPE	-	Department with Potential for Excellence
GATE	-	Graduate Aptitude Test
NET	-	National Eligibility Test
PEI	-	Physical Education Institution
SAP	-	Special Assistance Programme
SF	-	Self Financing
SLET	-	State Level Eligibility Test
TEI	-	Teacher Education Institution
UPE	-	University with Potential Excellence
UPSC	-	Union Public Service Commission

\*\*\*\*\*



## ANNEXURE -1

### *Academic Calendar*

DAY	Apr-17	May-17	Jun-17	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18
MON		1								1 New Year	* Appraisals	
TUES		2 UG Exams			1 PG Orientation					2	* Budget	
WED		3			2 IV-MBA/M.COM /			1 Kan Rajyotsava		3 activity-Business Quiz		
THUR		4	1		3 BCA: IIT WORKSHOP -1			2		4	1 BCA: IN-HOUSE CERTIFICATE COURSE-SESSION-3	1 activity - monopoly
FRI		5	2		4- Activity-Presentation	1		3 IV-B.COM	1	5	2	2 Holi
SAT	1	6	3	1	5	2 Bakrid		4 IV-BBA	2	6	3	3 Kanyathon
SUN	2	7	4	2	6 IFIM FAMILY DAY	3	1	5 IV BCA/BA	3	7	4	4
MON	3 Faculty FB	8	5	3 GC Meeting	7	4	2 Gandhi Jayanthi	6 IV MBA/M.COM	4	8 BCA: IN-HOUSE CERTIFICATE COURSE-SESSION-1	5 BCA: IIT WORKSHOP -4	5
TUES	4 Project BBA	9	6	4 B.COM (Industry Visit)	8 Faculty Feedback	5 Teachers Day	3 ESE	7	5	9-L(A5)	6 BCA: IN-HOUSE CERTIFICATE COURSE-TEST	6 B.Com Activity 3

DAY	Apr-17	May-17	Jun-17	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18
WED	5 Farewell	10	MDP - GST Conference	5 IV-BBA	9	6 BCA: IIT WORKSHOP -2 BA Certificate Course	4	8	6	10 Activity-Best Manager / B.Com-Industry Visit/	7 BCA: IT CLUB ACTIVITY-6	7
THUR	6	11	8	6 IV-BCA/BA	10	7-BA Certificate Course	5	9	7	11 BCA: IN-HOUSE CERTIFICATE COURSE-SESSION-2	8	8
FRI	7	12	9	7 Guest Lec, B.Com-Activity 1	11 Guest Lecture-BA B.Com Activity-II	8 B.Com Guest Lecture/ BA Outdoor Activity	6 Guest Lecture	10 Guest Lecture	8 Guest Lecture	12 Vivekananda	9 B.Com Guest Lecture / BA Guest Lecture	9 B.Com Guest Lec 2
SAT	8	13	10	8	12	9	7	11	9	13	10	10
SUN	9	14	11	9	13	10	8	12	10	14	11	11
MON	10 End Sem Exam	15 Valuation	12 Odd Sem Start	10 BCA NOMINATION FOR IT CLUB	14 BCA: IIT CERTIFICATE COURSE TEST-1	11 BCA: IT CLUB ACTIVITY-3	9	13	11	15 BCA: IT CLUB ACTIVITY-5	12 YRC Blood	12 BCA: IT CLUB ACTIVITY-8
TUES	11	16	13 UG Orientation	11 BA WORKSHOP	15 Independence Day	12 Activity-Debate B.Com Activity-3	10 GC Meeting	14	12	16 BA WORKSHOP	13	13 BA Certificate Course
WED	12	17	14	12 BCA: IT CLUB INAUGURATION BCA: GUEST LECTURE-1 / Orientation-First Year Students	16 Activity-Business Quiz	13	11	15	13	17 Activity-Presentation	14 BA Industrial Visit	14 BA Certificate Course activity-Mad Ad

DAY	Apr-17	May-17	Jun-17	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18
THUR	13	18	15	13	17 BA Industrial Visit	14	12	16	14	18	15 Founder Day	15
FRI	14 Good Friday	19	16	14 B.Com Activity II	18 B.Com Activity-1	15 Sports Day	13	17	15	19 BCA: IIT WORKSHO P-3 / B.Com-Activity 1	16 AURA	16
SAT	15	20	17 B.Com Association Inauguration	15	19	16 Sports Day	14	18	16	20	17 AURA	17 Activity-Role Play
SUN	16	21	18	16	20	17	15 APJ Essay Contest	19	17	21	18	18 Ugadi
MON	17	22	19	17	21	18	16	20	18 Secret Santa	22	19	19
TUES	18	23	20	18	22-L(A2)	19 BCA: IIT CERTIFICATE COURSE TEST-2	17	21	19	23	20	20
WED	19 IA Marks Annual Day	24	21	19	23	20 IA Marks	18	22	20	24 BCA: IN-HOUSE CERTIFICATE COURSE-SESSION-3	21 BCA: IIT CERTIFICATE COURSE TEST-4	21
THUR	20 NSS Camp	25	22	20 L-Nomi	24 BCA: IT CLUB ACTIVITY-2	21	19	23	21	25	22 Media Tour BA	22
FRI	21 Farewell	26	23	21 B.Com Guest Lec/BA Workshop	25 Ganesh Chaturti	22 Guest Lecture	20 Deepavali	24 Guest Lecture	22 Potluck	26 Republic Day	23 Guest Lect / B.Com - Activity 2/ Media Tour BA	23



DAY	Apr-17	May-17	Jun-17	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18
SAT	22	27 Last Exam	24	22 Commerce Association Inauguration	26	23	21	25	23	27	24	24
SUN	23	28	25	23	27	24	22	26	24	28	25	25
MON	24	29	26 Ramzan	24 Nominatio n of office bearers	28 Mid Sem Exam	25 BCA: IT CLUB ACTIVITY-4	23 End Semester Exam	27	25 Christm as	29 BCA: IIT CERTIFICAT E COURSE TEST-3	26	26
TUES	25	30	27	25 Inaugration of Management Association	29 BCA: GUEST LECTURE-2	26-L(A4)	24	28	26	30 BCA: GUEST LECTURE-3 / B.Com - Activity 2	27 BCA: IT CLUB ACTIVITY-7	27
WED	26	31	28 Commerce- CSR	26-L-Inaug	30	27	25	29	27 B.Com CSR	31	28	28
THUR	27		29	27 BCA: IT CLUB ACTIVITY-1/ BA NOMINATIO N FOR ASSOCIATION	31	28 Bhagat Singh J	26	30	28			29
FRI	28		30	28 Activity- Ad Selfie/ BA ASSOCIATION INAUGRATIO N		29 Dussehra	27		29			30 BA VALEDICTO RY
SAT	29			29		30	28		30			31
SUN	30			30			29		31			
MON				31-L(A1)			30					
TUES							31					

## ANNEXURE -2A

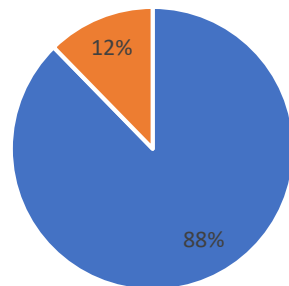
Feedback from stakeholders (Alumni)

### **ALUMNI – (2014-2017) BATCH FEEDBACK ANALYSIS REPORT**

SI No	Items	1 SA	2 A	3 N	4 DA	5 SDA	Total
1	Academic content is provided as per standards	19	20	25	7	4	75
2	Fairness of evaluation is maintained as per standards	24	20	21	4	6	75
3	Healthy Relationship is maintained with faculty members	25	13	29	4	4	75
4	Library facilities are provided as per standards	23	14	28	2	8	75
5	Computer facilities are provided as per standards	21	17	28	1	8	75
6	Hostel facilities are provided as per standards	18	25	22	5	5	75
7	Extra-curricular activities are being conducted as per standards	19	26	21	6	3	75
8	Sports facilities are provided as per standards	20	26	22	3	4	75
9	IFIM Conducts MSE and ESE exams as a part of internal evaluation system.	23	19	26	5	2	75
10	IFIM Provides NSS & YRC Activities for students at IFIM?	20	19	26	5	5	75
11	IFIM conducts Alumni programs periodically for Students developments like creating career opportunities and network building	18	21	27	5	4	75
12	I would like to contribute (Guest lecture/Placements/seminars/workshop/Events etc) by becoming a part of IFIM Alumni.	13	21	33	2	6	75
13	Are you proud to be IFIM Alumni	20	21	22	6	6	75
	<b>Total</b>	<b>263</b>	<b>262</b>	<b>330</b>	<b>55</b>	<b>65</b>	<b>975</b>
	<b>Percentage</b>	<b>26.97</b>	<b>26.87</b>	<b>33.85</b>	<b>5.64</b>	<b>6.67</b>	<b>100</b>

SA – Strongly Agree, A – Agree, N- Neutral, DA- Disagree, SDA – Strongly Disagree

#### IFIM COLLEGE OVER ALL ALUMNI FEEDBACK -(2014-2017)BATCH




■ Strongly Agree, Agree, Neutral  
■ Disagree, Strongly Disagree

Overall feedback analysis shows that, majority of the students (respondents) fall in the categories of **Strongly Agree, Agree and Neutral** is  $(26.97+ 26.87+ 33.85) = 88\%$  and the remaining fall under the category of poor is **12%**.

### ANNEXURE -2B

Feedback from stakeholders (Parents)

	<p><b>IFIM COLLEGE</b></p> <p>BENGALURU-560100</p>
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## FEEDBACK ANALYSIS REPORT

### PARENTS FEEDBACK FORM

#### Programs

Programs	BCA	BA	B.Com	BBA
<b>No. of Feedback</b>	<b>5</b>	<b>4</b>	<b>6</b>	<b>6</b>

SI No	Items	1 E	2 VG	3 G	4 S	5 P	Total
1	Quality of teaching offered by the Institution	5	9	7	0	0	<b>21</b>
2	Design of the Curriculum	5	9	5	2	0	<b>21</b>
3	Examination System	3	11	5	2	0	<b>21</b>
4	Academic Discipline of the Institution	8	8	5	0	0	<b>21</b>
5	Technical knowledge acquired by your ward after joining the program	5	10	5	1	0	<b>21</b>
6	Communication Skill acquired by your ward after joining the program	6	7	7	1	0	<b>21</b>
7	Mentorship program of the Institute	5	8	7	1	0	<b>21</b>
8	Extra-curricular & co-curricular activities	4	7	7	3	0	<b>21</b>
9	Library Facilities	4	10	6	1	0	<b>21</b>
10	Hostel Facilities	1	9	1	2	1	<b>14</b>
11	Canteen Facilities	3	4	7	4	0	<b>18</b>
12	Placement Facilities	3	7	6	2	1	<b>19</b>
13	Learning of your ward	5	9	6	1	0	<b>21</b>
14	Overall improvement in your ward	4	8	6	3	0	<b>21</b>
15	Overall Satisfaction with the program	4	7	9	1	0	<b>21</b>
16	Overall Satisfaction with the Institution	5	9	5	1	0	<b>20</b>
	<b>Total</b>	<b>70</b>	<b>132</b>	<b>94</b>	<b>25</b>	<b>2</b>	<b>323</b>
	<b>Percentage</b>	<b>22</b>	<b>40</b>	<b>29</b>	<b>8</b>	<b>1</b>	<b>100</b>

**E – Excellent**

**VG -Very Good**

**G – Good    S – Satisfactory**

**P – Poor**

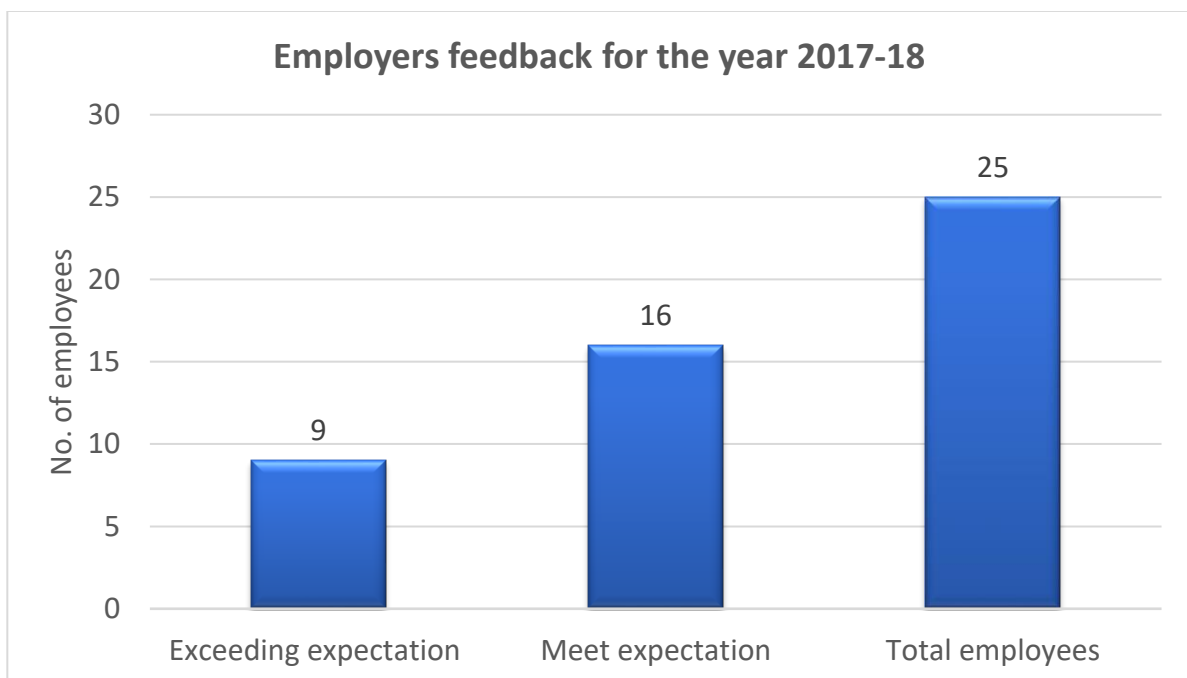
**17. All parents has responded that they will recommend this institute to others.**



Inferences: Overall results show that, majority of the parents (respondents) expressed responses as: **Excellent, Very Good, Good** (22+ 40 + 29)=91% and the remaining fall under the category as Satisfactory & poor(8+1) is 9%.

**ANNEXURE -2C**

Feedback from stakeholders (Employers)



## ANNEXURE -2D

Feedback from stakeholders (Students)

IFIM College

BENGALURU-560100

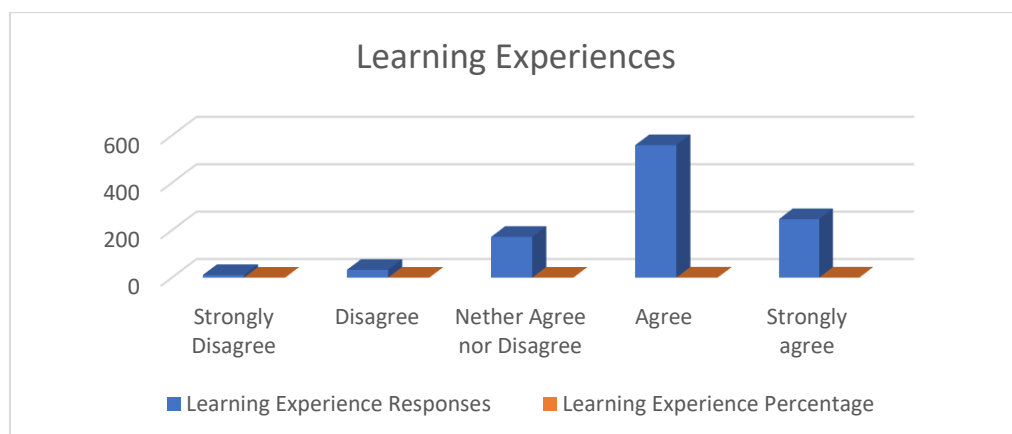
### END OF PROGRAM FEEDBACK FORM (2017-18)

#### General Information

Course	No. of Respondents	Specialization Chosen	No. of Placed	No. of engaged in business	No. of pursuing higher studies
BBA	26	Marketing:9 Finance: 12 HR: 2	6	1	10
B. Com	10	Accounting &Taxation :1 Finance:8	3	1	2
BA(J)	01	-	Nil	1	Nil
BCA	12	Programing	1	1	4
Others(MBA)	7	Marketing:4 Finance:2 HR-1	6	Nil	Nil
<b>Total</b>	<b>56</b>		<b>16</b>	<b>4</b>	<b>16</b>

#### Learning Experience

	Responses	Percentage
Strongly Disagree	11	1%
Disagree	33	3%
Nether Agree nor Disagree	172	17%
Agree	559	55%
Strongly agree	247	24%
Total	1022	100%

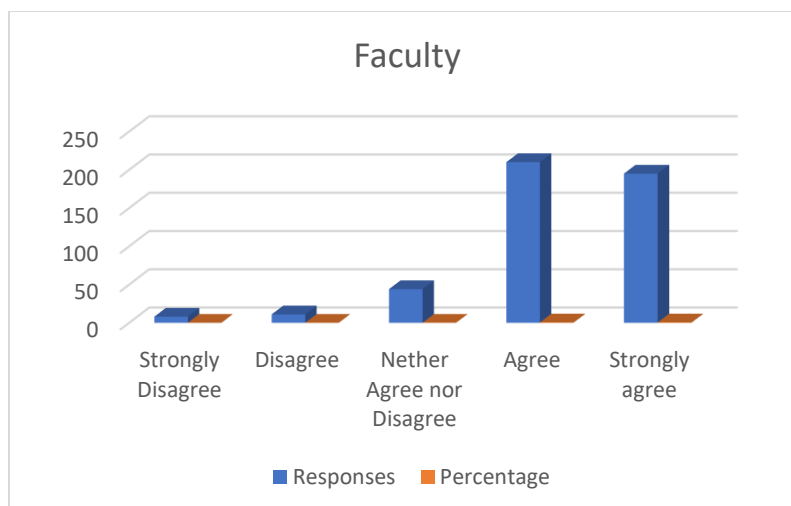


Inference: Learning experiences included statements such as: Organisations of the courses are good, Coverage of the syllabus is industry relevant, select courses as per my interest & strength, acquired knowledge & skills applicable to a specific job or type of work, acquired background & specialization for further education , gained a broad general education in various fields of management, Research projects helped me to create knowledge in specific areas, Internship projects helped me to understand how to apply theory in practice, learnt how to present ideas & information effectively through PEP activities, Emphasis laid on learning fundamentals, Emphasis is laid on developing academic , scholarly & intellectual qualities, Emphasis is laid on developing information literacy skills using computers & other information sources, Emphasis is laid on developing critical, evaluative & analytical qualities, Emphasis is laid on developing an understanding of social responsibility, developed values & ethical standards, Mentoring sessions with corporate mentors helped me to choose my career, Design of the program has enhanced my employability, satisfied with the quality of learning experience in the program

All these statements were compiled as learning experiences and feedback taken, Around 80 percent have given responses as agree and strongly agree on these. It can be concluded, the program selected by students has achieved significant result. Results are also depicted by a graph.

### Faculty

Faculty	Responses	Percentage
Strongly Disagree	8	2%
Disagree	11	2%
Nether Agree nor Disagree	44	9%
Agree	210	45%
Strongly agree	195	42%
Total	468	100%

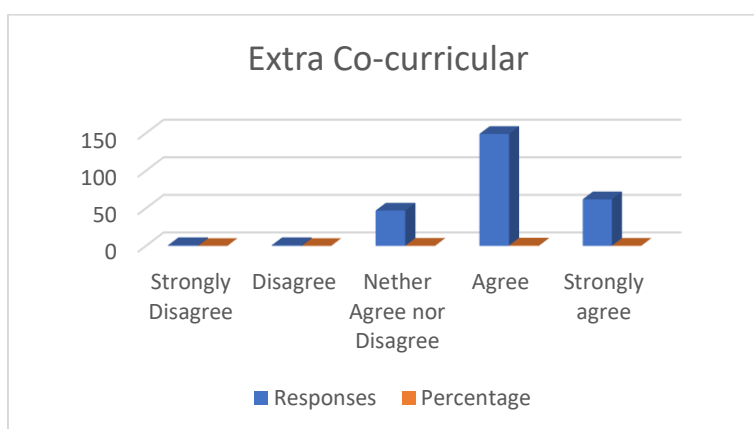


Inference: statements regarding faculty has been designed in feedback form. The statements includes: Faculty members are experienced and knowledgeable, Teaching pedagogy of faculty is effective, Assignments given by faculty are useful & contextual, Faculty encourage interaction in the class, Faculty are accessible outside the class, Faculty provides an unbiased and transparent evaluation, Faculty provides guidelines regarding career plans, satisfied with teaching quality.

All these statements were compiled as faculty proficiency and feedback taken, around 87 percent have given responses as agree and strongly agree on these. It can be concluded, faculty proficiency is accepted by the students and satisfied. Results are also depicted by a graph.

### Extra & Co-curricular Activities

Extra & Cocurricular Activities	Responses	Percentage
Strongly Disagree	1	0%
Disagree	1	0%
Nether Agree nor Disagree	47	19%
Agree	149	57%
Strongly agree	62	24%
Total	260	100%

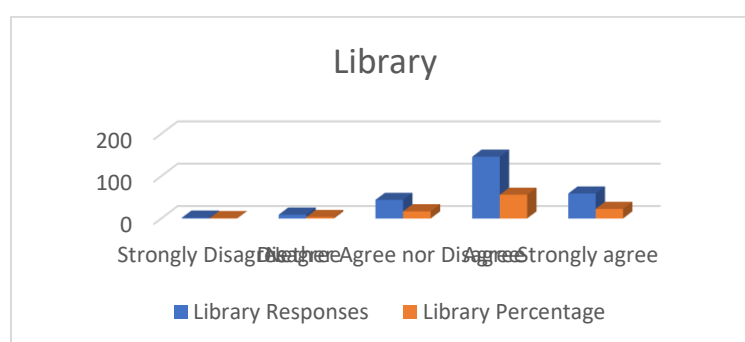


Inferences: Statements on this parameter were compiled, these are -opportunities to take part in extracurricular activities, involved in school-sponsored activities, received support from faculty to participate in extra-curricular activities, added value to learning through co-curricular & extra-curricular activities, the institution has a positive learning environment taken

All these statements were compiled as extra &co-curricular and feedback taken, around 57percent have given responses as agree and 24 percent strongly agree on these but 19 percent given responses as neutral. It can be concluded that students were benefitted and satisfied. Results are also depicted by a graph.

Library

Library		
	Responses	Percentage
Strongly Disagree	2	1
Disagree	9	3
Nether Agree nor Disagree	44	17
Agree	146	56
Strongly agree	59	23
Total	260	100



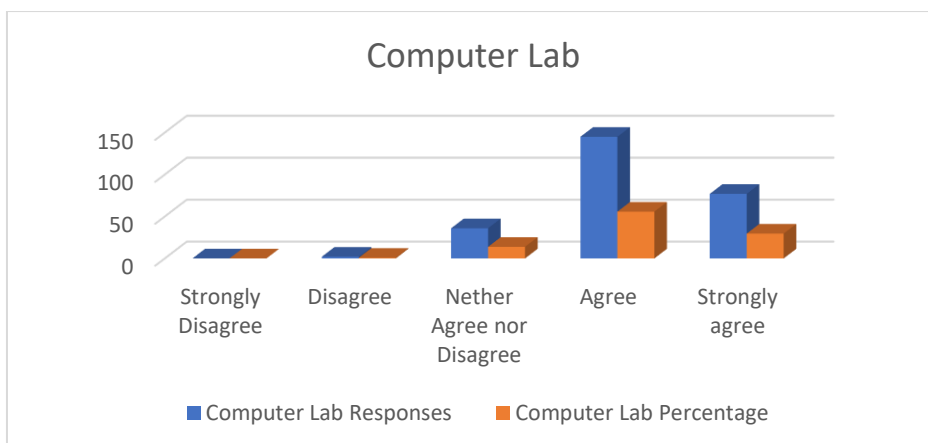
Inferences: Statements on library parameter were compiled, these are - library as a quiet place to study / read; got the assigned study materials other than the text in the library; used database to find materials of some specific topic; developed a bibliography or reference list for a course or for a project; library as a good source of information.

All these statements were compiled as library parameter and feedback taken, around 56 percent have given responses as agree and 23 percent strongly agree, 17 percent given responses as neutral but 3percent have disagreed on it. It can be concluded that improvements need to be taken and bridge the gap. Results are also depicted by a graph.

#### Computer Lab

Computer Lab	Responses	Percentage
Strongly Disagree	0	0
Disagree	2	1
Nether Agree nor Disagree	36	14
Agree	145	56
Strongly agree	77	30
Total	260	100



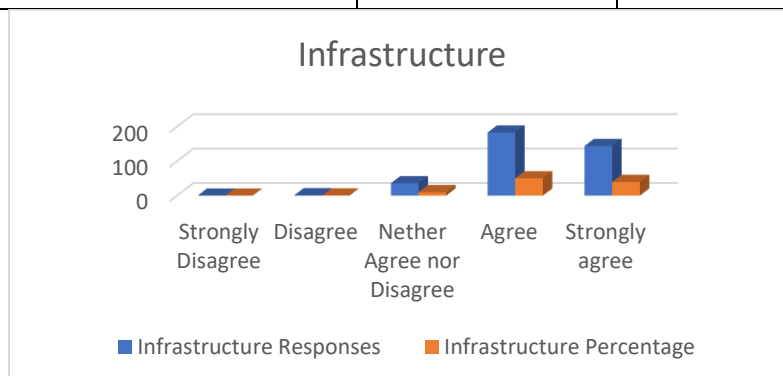


Inferences: Statements on computer lab parameter were compiled, these are - used lab to prepare reports, presentations and assignments; Internet facility is good in computer labs; Computers are well equipped with the required software; Computer labs are accessible to students outside the college hours; computer lab for data analysis & information processing.

All these statements were compiled as computer lab parameter and feedback taken, around 56 percent have given responses as agree and 30 percent strongly agree, 14 percent given responses as neutral but 13percent have disagreed on it. It can be concluded that students are satisfied with the facilities provided in computer lab. Results are also depicted by a graph.

### Infrastructure Facilities

Infrastructure	Responses	Percentage
Strongly Disagree	0	0
Disagree	1	0
Nether Agree nor Disagree	36	10
Agree	183	50
Strongly agree	144	40
Total	364	100

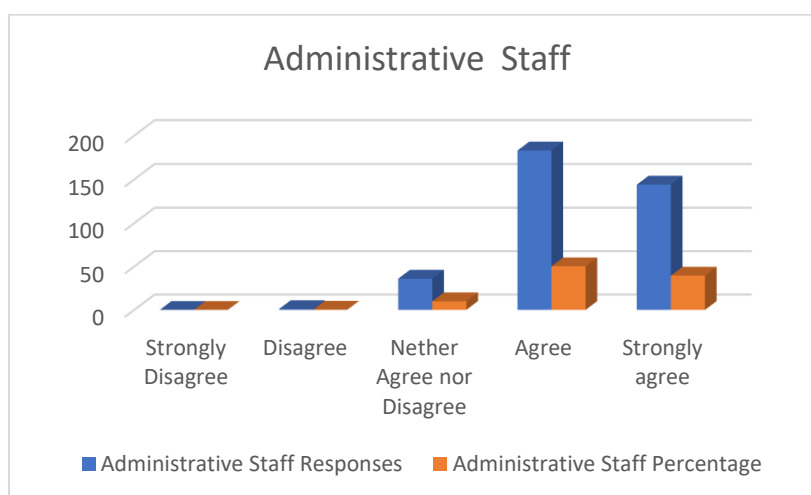


Inferences: Statements on Infrastructure Facility parameter were compiled, these are - Class rooms are well equipped for teaching & learning; Campus lounge is good to relax and/or for self-study; Hostel facilities are good; Internet connectivity is provided in the hostel; happy with hostel accommodation; Variety of hygienic food available in the canteen; Transport facilities are satisfactory.

All these statements were compiled as infrastructure parameter and feedback taken, around 50 percent have given responses as agree and 40 percent strongly agree, 10 percent given responses as neutral. It can be concluded that students are satisfied with the infrastructure facilities provided Results are also depicted by a graph.

### Administrative Staff

Administrative Staff	Responses	Percentage
Strongly Disagree	0	0
Disagree	1	0
Nether Agree nor Disagree	36	10
Agree	183	50
Strongly agree	144	40
Total	364	100



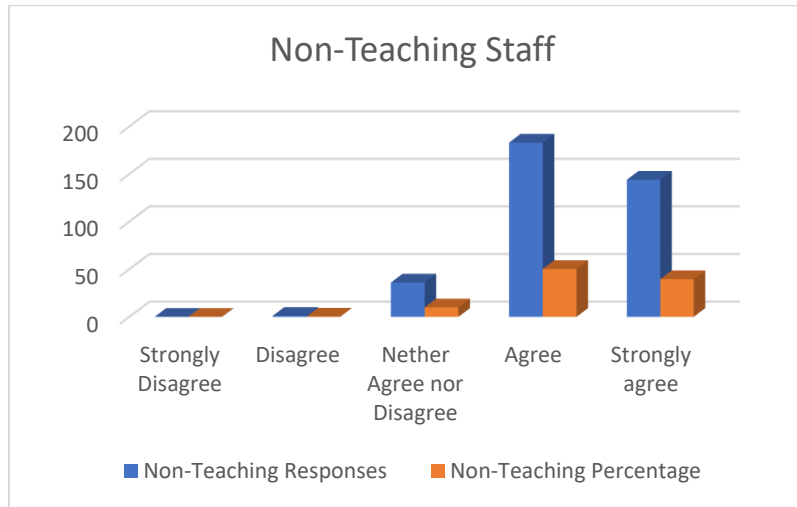
Inferences: Statements on Administrative Staff parameter were compiled, these are - Administrative Staff members are cooperative; Staff take care of students' grievances; Cleanliness is maintained in the campus.

All these statements were compiled in administrative staff parameter and feedback taken, around 50 percent have given responses as agree and 40 percent strongly agree, 10 percent given responses as neutral. It can be concluded that students are satisfied with the services given by administrative staff. Results are also depicted by a graph.

### Non-Teaching Staff

Non-Teaching	Responses	Percentage
Strongly Disagree	0	0
Disagree	1	0
Nether Agree nor Disagree	36	10
Agree	183	50

Strongly agree	144	40
Total	364	100



Inferences: Statements on Non-Teaching Staff parameter were compiled, these are – Non-Teaching Staff members are cooperative; All university related matters were addressed & sorted out

Two statements were compiled in Non-teaching staff parameter and feedback taken, around 50 percent have given responses as agree and 40 percent strongly agree, 10 percent given responses as neutral. It can be concluded that students are satisfied with the services given by Non-teaching staff. Results are also depicted by a graph.

\*\*\*\*\*

**ANNEXURE -3**

## **BEST PRACTICES**

### **TITLE OF THE PRACTICE: SOCIAL IMMERSION PROGRAM**

#### **OBJECTIVES OF THE PRACTICE:**

##### **Social Immersion Objectives**

- a) To empathize and understand social issues and problems.
- b) To offer solutions those are measurable with social impact on society.
- c) To develop/augment an attitude of ‘giving back’ to society.
- d) To hone research skills of designing research tools, collecting, collating and organizing data.
- e) To develop critical thinking, and problem solving ability in a frugal and constrained environment.
- f) To work cohesively in teams and develop inter personal skills.
- g) To enhance verbal, presentation and report writing skills.
- h) To adapt one’s lifestyle to suit the prevailing environment.
- i) To develop the confidence to solve challenges and problems.
- j) To learn business, corporate and social etiquette

#### **THE CONTEXT:**

##### **What is SIP?**

SIP will sensitize you to the needs of a community and will enable you to identify their social problems through research. You will learn to design solutions for these social problems through a Techno Economic Viability (TEV) study, thereby enabling sustainable social positive and measurable impact - all this by completely immersing into the community. The program has been assigned a total of **5 credits**.

IFIM has established a CSR Centre known as the V.B. Padode Centre for Sustainability. The SIP initiative falls under the umbrella of this Centre.

##### **Why SIP?**

1. To empathize with social issues and feel responsible for solving them.
2. To develop critical thinking, analytical and quantitative reasoning skills.
3. To hone problem solving and decision making abilities.
4. To work cohesively in teams, adjust and adapt towards a common goal.
5. To enhance communication skills especially persuasive communication.

##### **When SIP?**

The Social Immersion Program will begin in Term 2 and end along with Term 3.

##### **Our SIP Partners and Their Role**

The institution has tied up with certain NGOs who will work closely with you through your program. These NGOs are specialists in Social Research and in solving Social Problems.

PRACTICE:

### **Stage1 - Planning (Pre Field work)**

#### **What is the Purpose?**

The Planning Stage is vital to get a feel of the Immersion site before you get there. You will be better off during Immersion if you already have some data to profile your site like demographics, the population, the layout, the geography, dialects as well as an understanding of the culture and common occupation. All this secondary research data may point you in the direction of certain key issues. In addition, you need to plan the Immersion and set targets with your team so that you leave the site with everything you need for a fruitful analysis.

#### **When will this be done?**

This stage will be done in the middle of Term 2 so that you have an approved plan before your fieldwork which will be scheduled in the break between Term 2 and 3.

#### **What does the stage involve?**

- a) Grouping Logistics
- b) Briefing by NGO
- c) Secondary Research on the site
- d) Designing Research tools
- e) Budgeting the Immersion
- f) Presenting an Approach to the Project

### **Grouping Logistics**

Your batch will be divided into Groups and then further into Mini Groups. Each group will then be assigned to an NGO. An NGO Mentor and a Faculty Mentor will be allocated to your Group. You will nominate a Team Leader for your Group as well as an Associate Leader for your Mini Group.

### **Orienting and Briefing by NGO**

You, along with your Group and Faculty Mentor will be oriented on the NGO's history, mission and vision by the NGO Mentor. Your Group will also be briefed about the program, the Immersion site, the possible issues and challenges in that area and the expectations the NGO has from your Group. The Team Leader and the Faculty Mentor will divide the program into smaller issues. The issues need to connect to the Needs in the Social Impact Wheel. Each need will be handled by a Mini Group. The Associate Leader along with the Mini Group will thoroughly understand their Need by asking the NGO suitable questions. The Mini Group will make notes, assign roles within the Group and will then set their SIP Goal. The goal will be ratified by the NGO Mentor and Faculty Mentor. The Team Leader will consolidate the goals of all the Mini Groups.

### **Designing Research tools and setting Daily targets**

Based on the understanding of the NGO brief as well as with the Site Fact Sheet and Need Notes, the Mini Group will plan the research methodology, set sample targets and design their research tools: survey, interviews, focus groups etc. This Primary Research will give you an in-depth understanding of the extent of the Need and the Problems around it.

You may choose a combination of Research Tools; for example, a Survey will give you a broad overview of the community and act as a starting point for further investigation. The Survey is most useful as a first-step in getting to know the community. It will help you make contacts for Interviews and Immersion, and will highlight the areas in which you might focus.

You may want to use Focus Groups to deepen your understanding of the causes and effect of specific issues. Immersion into the relevant aspect of your community is vital to understanding the user's experience with a particular need. You need to factor in some time for experiencing

the Need. Based on the population of your community you may want to set daily targets of the number of samples you would like to cover every day and the areas you would like to cover within the Immersion Site.

### **Secondary Research on the site - Team Intelligence**

The Group will research the site and collate information on the geography and the topography. They will also research for information on the community to include demographics, occupation, cultural nuances etc. A Fact Sheet on the site will be prepared.

In addition to designing research tools for collecting information, you may want to think of a template to 'Collate and Organize' the collected data. This Collated Data Template for storing data will prove useful when you are analyzing to arrive at the Problem.

### **Budgeting the Immersion**

Through your secondary research you will get a good feel of your Site. You now need to make out a budget for the Immersion. Plan out your costs for Transport from IFIM to Site, your Accommodation cost, Food and Miscellaneous costs as well as Local Transport costs. Please be aware that the cost of the entire Immersion needs to be borne by every student of the group.

### **Presenting a Planning Report for approval to Mentors**

Success in your SIP will come from a planned approach. The earlier steps are the initial stepping stones in your Immersion Pathway. You will now need to put the Team Intelligence into a Planning Report: your inferences from the Fact Sheet and Need Notes, Research plan, Tools, Targets and the Budget. The Planning Report will be presented to the NGO and the Faculty Mentor for their approval. The Report will be graded and the marks assigned will play a role in the final SIP grade.

## **Stage 2 - Investigating (Field work)**

### **What is the Purpose?**

The Investigating Stage, a very important stage in the Immersion Pathway is where you truly 'Immerse' yourself into your community, live and interact with them to collect information about their needs and their social problems. You also experience their issues along with them. The field work will give you valuable Primary Data from where will emerge 'The Social Issue' you will set out to solve.

### **When will this be done?**

This stage will be done in the break between Term 2 and 3. It will follow the Planning Stage.

### **What does the stage involve?**

- a) Understanding the site
- b) Primary Research (survey, focus groups, interviews) and Collecting data
- c) Immersing into the community lifestyle
- d) Updating your Mentors and filling-up Timesheets
- e) Tabulating the data

### **Understanding the site**

Before you begin the survey, spend some time exploring the area. Introduce yourselves to as many people as possible and try to gather some preliminary information, such as where the shops and the bus stop are located, when people are home and how the community area is laid out. Estimate how many households are in the community and what percentage you are aiming to reach. Remember you only have around ten days to conduct your research. Break down the community into areas each team will tackle. You also need to understand the key people in your area, the office bearers and how they can be approached for an interview.

## Primary Research and Collecting data

You need to collect data from the community in a variety of ways to really get an in depth understanding of their needs and issues. A Survey is an incredibly useful way of collecting a large amount and a variety of data quickly and efficiently. Focus Groups are extended conversations that go beyond survey level, allowing you to probe deeper into the particular issues. Interviews of key different stakeholders in your area will give you an idea of challenges in the area, the reasons for these challenges as well as give you some tips on solutions that may or may not be possible to implement. All collected data should be stored into the Collated Data Template immediately.

### ***SURVEY DO'S AND DON'TS***

- a) **Work out the Survey Form format.** Some communities may be too delicate for bringing out your laptop, iPhone or tablet in front of them. So it may be best to record their results on paper. Some people may prefer to read and fill out the survey themselves. Try to remain sensitive to what is culturally appropriate.
- b) **Do you need a translator?** Your community may not understand English or your native language. You may need to request someone from the community to be your translator.
- c) **You need to be sensitive.** Speak gently and warmly, and start with a few minutes of friendly conversation. Think about it from the point of view of the people you are visiting. Surveys can be highly invasive. Without knowing the people you are going to survey, you are going to ask them personal questions about things like how much money they make or problems that they have.
- d) **Build some rapport first.** Bring it back to first principles: talk about your family, and what you are studying. Tell them the names of your father and mother, your siblings and what they do. Ask them about their children and when they got married. Think: family first!
- e) **Be prepared to be asked questions.** Make sure you answer any questions they may have about the NGO or IFIM. You may like to practice this before beginning.
- f) **Ensure that consent has been given.** It is important the person knows that they are not bound to participate and can stop at any time.
- g) **We recommend working in teams of three:** *Lead* or the person responsible for asking the questions or assisting the translator; *Scribe* or the person responsible for recording the answers; *Observer* or the person responsible for recording observations and insights the team might come across during the survey.
- h) **Try to ensure you're getting accurate answers.** People may choose a multiple choice answer without really understanding the choices. Ask clarifying questions to check their comprehension and explain further if necessary.
- i) **Don't take** what you find in the survey to be the absolute truth. It is merely a part in a bigger picture which needs assessment.

### **Updating your Mentors and Filling Timesheets**

Your NGO mentor and Faculty mentor will visit you at the site to evaluate your progress as also guide and help you through any issues you may have encountered. You also need to send a

Message Update through the designated messaging framework to both your mentors on what you have achieved in the day.

Each member needs to fill a Timesheet on the IFIM LMS on the number of hours on the field and Target Sample achieved. The Associate Leader and the Team Leader need to ratify the hours spent during fieldwork and evaluate the target shortfalls or achievements. Both the leaders need to sign the Timesheet. Please do note that if a member is found to have been dishonest with the timesheet, both the member and the leaders will be held responsible.

### **Tabulating the data**

As the templates for tabulation of collected data (Collated Data Template) would have already been pre decided in the Planning Stage, you may want to tweak, modify or change it based on the data you are collecting. The advice here is not to leave converting the Tabulation into an organized format post the field work. You will be over whelmed with the quantum of data and if the same is not organized into meaningful formats, you will get bogged down and lose out on valuable time for analysis. Therefore, collect and tabulate data simultaneously.

### **Stage 3 – Analyzing Problem**

#### **What is the Purpose?**

Once you have completed the Immersion and field work, your impulse will be to jump in and start thinking up Solutions. However, jumping in too quickly may well lead you down the wrong path. Indeed, remember that the Immersion Pathway has been designed to **slow you down** through Stages One, Two and Three so that you are on the right track. Velocity comes from Stage Four and beyond.

*You need to slow down at the first couple of stages.* Identify the needs and investigate them properly, so you can iterate through the Solution Stage quickly. Establishing Need in a community is the single most important thing you can do. If you do not understand the Need, you will not understand the Solution that the Need calls for.

The Analyzing Stage; a very important stage in the Immersion Pathway where your Management skills of looking at data and making smart inferences will come handy, your abilities at quantitative and qualitative reasoning will get sharpened. This stage is all about identifying the ‘Issue of Social Concern’ you want to focus upon. It is the Problem for which you will need to generate a Solution. You need to thoroughly analyze the data and identify the Problem.

#### **When will this be done?**

This stage will be done in the first month of Term 3. It will follow the Investigation Stage.

#### **What does the stage involve?**

- a) Writing the Immersion Experience Report
- b) Analyzing research data
- c) Identifying the problem and framing a statement

### **Writing the Immersion Experience Report**

Once you are back at the college with all your data, you need to consolidate your findings into an Immersion Report. This report will need to be presented to your Mentors. The Immersion Report will be useful to you in the next stage where you will be analyzing your data to identify a key problem. The report needs to be submitted / presented within the first week of Term 3.

### **Analyzing research data**

Some of the key questions you can consider during your analysis of your Tabulated data:

- a) What are the needs of the community as seen from the community’s perspective?
- b) Why do these issues exist?
- c) How badly do they want to fix it?
- d) How badly do they need to fix it?



- e) Has anything been done in the past to fix it?
- f) Which issues are a need and easily fixable by you?
- g) Are there issues that the community is not worried about at all?
- h) Which areas are still unclear?

The motive of this Stage is for your Mini Group to filter through a variety of problems and identify a few issues of social concerns of the community.

### **Identifying the Problem and framing a Persuasive Problem Statement**

A "Problem Statement" is a description of a difficulty or lack that needs to be solved or at least researched to see whether a Solution can be found. It can also be described as either a gap between the real and the desired or a contradiction between principle and practice.

Your Problem Statement needs to be persuasive in nature as you need to convince your Faculty Mentor as well as the NGO Mentor that this is the Key Problem within your community that you and your Mini Group would want to solve.

### **Stage 4 – Generating Solution**

#### **What is the Purpose?**

Once your Problem Statement has been ratified and approved by your mentors in Stage 3, you need to accelerate the Immersion Pathway. Your direction of work should be towards short listing solutions, evaluating the solutions using the TEV method and finding the best Solution that will solve your Problem. The Solution should be measurable, sustainable and implementable with positive social impact.

#### ***Question / Brainstorm your Solution***

- "How might we create quality education using the extraordinary passion amongst the children in the community" or
- "How might we create quality education without a teacher?" or
- "How might we create quality education using a tablet?"

If you think about it, each of these questions addresses the same idea (achieving education in a community) but in asking the question differently, they might lead to different solutions. This is a good thing as it will enable you to think much more widely about solutions than your mind will have otherwise pursued. Otherwise, when a solution idea comes into our mind, it tends to flood it like a bright surge of energy. While that flash of energy might just be the breakthrough you need, it could also be the overpowering push that flushes out other ideas that might be better.

#### **When will this be done?**

This stage will be done in the second month of Semester 3. It will follow the Analyzing Stage or Stage 3.

#### **What does the stage involve?**

- a) Comparing probable solutions through a TEV study
- b) Prototyping the Solution
- c) Developing a TEV report
- d) Presenting the SIP project to Mentors with Viva Voce

### **Comparing probable solutions via a Techno Economic Viability (TEV) Study**

TEV is a report which demonstrates that the solution being proposed is practically implementable and financially sustainable and forecasts the proposed measurable impact if implemented. Only if your Solution meets these requirements will your NGO agree to take it forward.

It is imperative that no Solution can be absolutely risk less. The analysis of the degree of technical risk and associated financial viability, by performing a TEV Study is to help you compare various social solutions against identified problems, measure their impact, evaluate

their financial viability, look at the possible risks and then arrive at a Techno Economic viable option. The Solution you choose needs to have a clear measurable impact.

Carrying out a technical viability study will broadly require an analysis of the following parameters:

1. Technical Feasibility
2. Economic Feasibility
3. Financial Feasibility
4. Operational Feasibility

We believe that with the knowledge of Management principles gained in the classroom along with the Immersion knowledge and experience gained from the Project, you will be able to suggest a Techno Economic viable Solution with ease.

### **Prototyping the Solution**

Prototyping the Solution through simulation or modeling will be useful to really look at a real time scenario of your Solution. You could show the usefulness of the solution to the community, the benefits and the physical placement of the solution.

### **Developing a TEV Report**

Remember, the TEV study of your proposed solution will help in convincing the NGO to adopt your Solution as it is the solution with the best returns to the cost, with the most meaningful benefits to your community and with the least risks of failure.

### **Presenting the SIP project to Mentors with Viva Voce**

Once the first draft of the TEV Report is ready, show it to your Faculty Mentor for inputs. Your Mini Group then needs to make the modifications and submit it for final grading.

You, along with your Mini Group will need to present the entire SIP program and the key takeaways of all the Stages to a panel. Your NGO Mentor will be a part of this panel.

Your job is to convince the NGO that you have identified the key problem and have arrived at a Business Model of a solution that is technically and economically viable. You have to persuade the NGO by demonstrating that you are the expert of the community and that your solution is worth implementing.

### **Presentation**

Please do use all the skills and the processes of making a Presentation that you have earlier learnt in your PEP classes. Apply all those principles when preparing the SIP presentation. Remember, the presentation is the 'make or break' of your Immersion Pathway - Planning, Investigating, Analyzing, Arriving at the Problem and the TEV Solution. A powerful presentation will result in your hard work converting into a reality i.e. your Solution if approved and appreciated will be taken aboard by the NGO for implementation.

### **Viva Voce**

Anticipate questions that you may be asked during the Viva Voce. Please do note that you will be individually graded during the presentation. You will be questioned about your contribution to the project and you will be cross questioned on all aspects. You will need to defend the proposed solution and convince the NGO Mentor to implement the solution. Therefore, it is imperative that you are an equal participant from the first stage onwards.

### **Evidence of Success:**

SIP has taken its roots of late and has picked up considerably in the recent past. We are in the process of implementing the suggestions for the key problems which are identified and by implementing the project we will have evidence of success shortly.

**Problems Encountered and Resources required to implement the practice (in about 150 words).**

The problems encountered while studying Immersion program as well finding out the problems and suggesting solutions not many problems were encountered.

It was found out that in the initial stage of undertaking the project, some students felt that time was too short to identify the key factors and come out with suggestions to sort out the issues and implement the project.

It was felt that the duration of the project is too less to implement the project.

Some of the students felt that it is difficult to implement whatever key problems has been identified to sort out.

**Photos of the Practice:**





## **Title of the Practice:** Industry Internship Programme - IIP

**Objectives of the Practice:** The objective of the IIP is to provide a 'transitioning bridge' between theory and practice for students by enabling them to 'learn by doing'.

**The Context:** The IIP is aligned to the General Learning Goals (GLGs) that aim to achieving College's mission of nurturing holistic, socially responsible and continuously employable individuals. The GLGs and their specific learning objectives (LOs) are inbuilt into the evaluation process as measurable goals to track the students' performance over the one months of internship

**The Practice:** The following are the practice of IIP

### **1. Designing Internships**

- Integrate internships into the formal learning experience.
- Give interns assistance in setting up the internship.
- Take the time to develop a program that provides the student with an opportunity to learn specific knowledge.
- Have written policies and procedures, for example student, advisor, and professor roles, formalized application process, and selection criteria.
- Incorporate results of student satisfaction surveys of previous internships when designing internship programs.
- Work with the sponsoring organization to identify mentors.
- Emphasize that both universities and sponsoring organizations are responsible for internship effectiveness.

### **2. Preparing Students**

- Prepare students for internships by focusing on required functional knowledge and soft skills.
- Encourage interns to be proactive, positive team players.
- Manage interns' expectations (new interns' expectations may be much higher than what an internship can deliver).
- Note that students often believe that internships are more valuable than their regular courses and are helpful in shaping their future career path and improving their job opportunities.
- Intern advisors should take a personal interest in each intern and internship project.

### **3. Feedback and Evaluation**

- At the beginning of the internship, ask students what they hope to get out of the experience; at the end of the internship, conduct a review with the student to learn if their expectations were met and what went well and what did not.
- Give—and request—regular feedback throughout the internship. Evaluate the student's work regularly in comparison to stated goals.
- Provide feedback to the employer, if appropriate. Supervision

**Evidence of Success:**

- Facilitating their job-related and career-related experiential learning
- Capitalizing on this learning through job search/networking activities
- Increasing the probability of a job offer from the employer; and if an offer is made
- Utilizing the realistic preview opportunity provided by the internship.

**Problems Encountered and Resources required to implement the practice (in about 150 words).**

1. Challenge in finding the companies for BCA Students
2. Period of Internship is very less from companies point of view. They expect interns to work for minimum 3 months.

**Photos of the Practice:**

**Title of the Practice:** Corporate Mentoring

**Objectives of the Practice:** The objective of the Mentoring Program at IFIM is to enable mentors to prepare their mentees for professional careers and assist with the development of their workplace skills. Mentorship helps mentees improve their skills and position themselves to advance their careers.

**The Context:** The goal of Mentorship is to create young leaders and budding entrepreneurs by helping the mentees understand their 'Purpose in Life' before the mentee chooses his/her career path. The effectiveness of mentoring is recognized across the globe as a powerful tool of human resource development. IFIM College's corporate mentoring approach is a step towards the direction of tackling the quality of education as a new age management institution in India.

**The Practice:** The first thing taken up in mentorship program is identifying the mentee's purpose in life by framing the SOP (Statement of Purpose). By answering the "to do" and the "to be" question, the mentee is supposed to choose the right career target. For doing that the mentees undergo an workshop on Purposing where they learn how to develop a Purpose Map. All the students must present their Purpose Map to a group of faculty members and defend the same. This exercise helps the student in refining the Purpose Map. Post these presentations, the students write their draft "I will ..." statements, derived from the Purpose Maps Such "I Will ..." statements are presented to the selected group of corporate mentors. After that mentees will be aligned to appropriate corporate and faculty mentors based on the mentee's purpose in life One corporate and one faculty mentor will be assigned for every 10-12 mentees based on their preferences Mentoring will continue for a period of eight months divided into two terms. Both Corporate and Faculty mentors will meet each mentee individually face-to-face at least once a month in both Terms, preferably at IFIM College; apart from regular touch points over phone/ email In the first term the mentors' objective is to help finalize the "I will ..." statement. In the second term the mentor is expected to help the mentee in developing a career path aligned with the "I will ..." statement. The learning path must translate into choice of Majors/Minors, type of internship and first placement. It should also result in job winning skills that the student must learn to land their desired job. Both the corporate and faculty mentors would individually and together review the mentees' progress and advice the mentees on corrective actions.

**Evidence of Success:** Mentorship helps students to develop a vision and mission for themselves for their personal and career achievements that they wish to target and to lay down a clear path as to how they are going to achieve the same. In brief, the mentorship program lay down:

1. Clarity of purpose in students' personal and career goals
2. The requisite skill set and the way to develop the same
3. Develop a clear path to achieve the goal
4. Set up milestones on the path to the goal

All these helped the students become confident, industry ready and well placed.

### **Problems Encountered and Resources required to implement the practice**

1. Selection of Experienced and appropriate Corporate Mentor
2. Educating Mentor and Mentee about the program
3. Generating interest of mentees in the program
4. Goal setting for mentees
5. Measuring and tracking program success.

### **Photos of the Practice:**





## **Title of the Practice: Research Incubation**

### **Objectives of the Practice:**

- To understand the benefits of performing research as a student
- To orient the students about the different features of research in the management, commerce, computer applications and journalism
- To understand the importance of research , its different features and how it can be applied in various settings
- To understand the various steps of the research process, need and importance of those steps.
- To understand the methods of literature review collection
- To understand the implement the bottom up approach of literature review
- To enable the students to write an original and proper literature review of their specific research topic
- To understand the method of scale formation and create the scale – If research topic focuses on Primary Data Collection
- To understand the various sources of secondary data and how to clean the secondary data – If the research topic focuses on Secondary Data Collection
- To understand the various methods of data analysis for primary data and secondary data
- To implement the data analysis techniques for the collected data set
- To interpret the results of the data analysis
- To compile the various parts of the research work into a complete research paper
- To identify a Scopus/Web of Science/ABDC indexed journal relevant to the research work
- Communication of the research paper to a relevant journal

### **The Context:**

The Research Incubation Program at IFIM College aims to equip students with critical thinking and problem solving skills. The program will push students to develop research oriented thinking which will enable them thrive and innovate in today's fast changing business environment.

### **The Practice:**

The Research Incubation program is spread over 4 semesters in order to ensure good quality research is performed. Students will pursue the Research incubation course in groups of three and will be tagged to a Faculty mentor based on their specialization and a Research mentor.

**Evidence of Success:**

By the end of the course, students will be able to read research papers independently, conduct literature review, identify research gaps, collect primary/secondary data, perform data analysis and perform the interpretation of the data analysis. Students will be expected to communicate at least one original research paper to a peer reviewed research journal (with Scopus/Web of Science indexing) or an International Conference.

**Problems Encountered and Resources required to implement the practice (in about 150 words).**

Writing the research paper is not as overwhelming as some may initially think. The research paper essentially is a search on work that has previously been studied by usually an expert in the field. The only task that is required of you is to unearth their work. Even though this task may seem simple, many students encounter problems organizing and writing the research paper because they fail to research the general topic before they decide on a thesis statement; they fail to provide an appropriate thesis statement; they fail to provide a connection between the thesis statement and all of the topic sentences in the paper; they fail to support the paper with adequate information that is relevant only to the topic of the paper; or they fail to correctly cite their sources. To eradicate the problems encountered by the students, the IFIM College tagged to a Faculty mentor based on their specialization and a Research mentor.