



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

**INSTITUTE OF INDUSTRIAL AND COMPUTER
MANAGEMENT AND RESEARCH(I.I.C.M.R)**

**HS2 SECTOR 27A BEHIND SANT TUKARAM GARDEN PRADHIKARAN NIGDI
411044**

www.iicmr.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Audyogik Tantra Shikshan Sanstha (ATSS) has a foundation of deep-rooted commitment to education, a strong social sense, and a focus on creating employable youth. Established in 1963 and registered under Society Registration Act, 1860 and the Bombay Public Trust Act of 1950 (XXIX of 1950 with Number F324). ATSS was founded by visionary leader and educationist late M D Jambhekar. The objective of the trust is to impart quality education and skill-based training to students to generate employable manpower required in Industry.

By adapting to the evolving needs of industries and society ATSS has diversified its educational offerings, creating a participative and experiential learning with state-of-the-art infrastructure. This includes the Institute of Industrial and Computer Management and Research (IICMR), ATSS College of Business Studies and Computer Applications (CBSCA), ATSS Industrial Training Institute, and City Pride School, which operates in three locations along with a junior college, i.e. full circle of KG to PhD.

The Institute of IICMR was established in 2002 with the specific objective of developing professionals and entrepreneurs in the fields of Information Technology and Business Management. Strategically located in the heart of the Pimpri Chinchwad Municipal Corporation (PCMC), it is adjacent to the industrial belt of Hinjewadi, Tathawade, Talegaon, and Bhosari MIDC.

The institute campus provides vibrant Teaching-Learning Ecosystem with emphasis on project and product-based learning, innovation and entrepreneurship supported by well-qualified and experienced faculty members and staff. IICMR is known for educational excellence for conducting a range of curricular, co-curricular, and extracurricular activities, driven by the success mantra of 'Continuous Improvement to be done continually.'

IICMR has its Post Graduate Research Centre in the Faculty of Management Sciences. The HEI has received permanent affiliation from Savitribai Phule Pune University for its MBA and MCA programs and has been re-accredited by NAAC.

The various bodies and authorities responsible for the governance of the institute are in place and are functioning as per the AICTE and Affiliating University norms. The HEI is governed by the Board of Trustees, Governing Council, College Development Committee (CDC) and other statutory and non-statutory bodies.

Vision

Vision of the Institute

The Institute has a clearly defined vision and mission with a major focus on quality education, creating professional and employable youth and social sensitization

"To be a centre for **quality education** and research, through excellent academic ambience and natural relation with the society and Industry, with an objective of purposeful existence in society"

"The Institute's vision is firmly rooted in a commitment to providing quality education, fostering the

development of **professional and employable youth**, and promoting **social sensitization**"

Quality Education: The Institute prioritizes excellence in education by maintaining high academic standards and continuously improving its curriculum. This focus ensures that students receive a comprehensive education that equips them with the knowledge and skills needed by the industry.

Professional and Employable Youth: Recognizing the importance of employability in today's competitive job market, the Institute emphasizes the development of practical skills and professional competencies. Through a blend of theoretical knowledge and hands-on experience, students are prepared to meet the demands of various industries. The Institute's strong ties with industry partners provide students with opportunities for internships, workshops, and placements.

Social Sensitization: The Institute is dedicated to fostering a sense of social responsibility among its students. This is achieved through various initiatives that encourage students to engage with and contribute to their communities. By integrating social sensitization into the curriculum, the Institute aims to produce graduates who are not only skilled professionals but also conscientious citizens.

Academic Ambience and Industry Relations: The Institute strives to create an excellent academic ambience by promoting a culture of research and innovation. Collaboration with industry and societal organizations is a key component of this vision, ensuring that the education provided is relevant and aligned with real-world needs. These relationships facilitate knowledge exchange and provide practical insights.

Purposeful Existence in Society: Ultimately, the Institute's vision encompasses a broader objective of contributing to society. By nurturing well-rounded individuals who are both professionally capable and socially aware, the Institute aims to make a meaningful impact on the community and society at large.

Mission

The Mission of the Institute is framed by considering the Vision:

"We, at IICMR regard it as our mission to develop competent professionals and entrepreneurs, capable of withstanding and managing the ever-changing scenario in the world of Information Technology and Management and having a deep-rooted sense of social responsibility"

Values:

People-centric Approach, Implementing Change Effectively, Diversity strength, Openness and Integrity

At IICMR, our mission is to cultivate competent professionals and entrepreneurs who can adeptly navigate and manage the dynamic landscapes of the Digital World and Management and embody a deep-rooted sense of social responsibility.

Development of Competent Professionals: We place a strong emphasis on the development of digital and managerial skills that are essential for success in the modern workplace. Our internal curriculum is designed to be rigorous and up-to-date, reflecting the latest trends and technologies in IT and Management.

Fostering Entrepreneurship: Recognizing the critical role of entrepreneurship in driving economic growth

and innovation, we aim to nurture entrepreneurial spirit among our students. We include specialized training, mentorship, and support systems to help aspiring managers turn their ideas into successful careers. We provide resources such as learning platforms, networking opportunities, and access to industry experts to facilitate the managerial journey.

Adapting to Change: The world of Digital Technology and Management is characterized by rapid and continuous change. We equip our students with the adaptability and resilience needed to thrive in such an environment. Through a focus on critical thinking, problem-solving, and lifelong learning, we prepare our graduates to remain relevant and competitive in their careers.

Social Responsibility: At IICMR, we believe that education should extend beyond academic and professional achievements to include social consciousness. We instil a sense of responsibility towards the community and the environment in our students. This is achieved through community projects, ethical training, and courses on sustainability and corporate social responsibility.

In summary, IICMR's mission is to develop accomplished professionals and entrepreneurs who are equipped to excel in the ever-evolving field of Management while maintaining a strong sense of social responsibility.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Rich Industrial and cultural history of 61 years of the parent body (ATSS Trust) ., Educated trustees with Ph.D degree
- Track record of 22 years of the HEI
- Strong governance
- Stable competent and visionary leadership of the HEI since 2006
- Participative management style with growth and consolidation of quality in education
- Excellent relationship with stakeholders – students, alumni, parents, faculty and staff members, employers/industries etc.
- Good rapport and tie-ups with Training Organizations, Academic Institutions, Business Organizations, Government Organizations and Non-Government Organizations for conducting student-centric activities.
- Locational advantage in terms of being situated in the industrial hub of Pune in close proximity to manufacturing as well as service industries.
- Debt free financial status with adequate surplus for investment in growth and development
- Permanent affiliation by SPPU
- Experienced Educational professional faculty members
- HEI develops industry ready professionals through vibrant Industry Connect
- State-of-art physical infrastructure and eco-friendly campus with a four-star rating.
- ICT-enabled classrooms, seminar hall, and Auditorium.
- Well-equipped Computer Centre and Computer Labs with the latest hardware and software.
- Rich Knowledge Centre (Library) with a vast collection and wide range of textbooks, reference books and journals, periodicals, e-resources,digital library and other learning material.
- In-campus safe and secured Hostel facility for girls, and boys' separate arrangement for residence outside the campus.
- Transport facility for students for industrial visits and study projects.

- Quality culture and conducive learning environment for teaching-learning, evaluation for professional learning and development.
- Culture of continuous improvement in Certificate Programs / Value-addition Programs for students over and above University prescribed syllabus.
- Use of Blended learning tools for making teaching-learning meaningful, participative, engaging understandable, interesting and enjoyable.
- Engaging through various curricular, co-curricular, extra-curricular and extension activities .
- Excellent academic results and overall development of the students.
- Active Training and Placement Cell for support to students for Summer Internship and final Placements.
- The Entrepreneurship Development Cell and Innovation Council conducts activities for inculcating entrepreneurial culture among students.

Institutional Weakness

- Need to increase the reach outside Maharashtra for Industrial exposure
- Need more funded studies/research projects by students and faculty members.
- Provide more emphasis on training and consultancy work for industries around.
- Need to increase international tie-ups for its academic and research activities.
- Organise more programs and activities to ensure full utilization of infrastructure and Human Resources.
- Adapting to the rapidly changing job market and ensuring that the curriculum meets future industry demands is vital.

Institutional Opportunity

- Opportunity to explore academic autonomy .
- Added emphasis on collaborating with the industries and educational institutes around.
- Good relationships with stakeholders and location advantage can be used for strengthening research and consultancy work and training.
- Opportunity to leverage provisions of the NEP for cross functional and multidisciplinary education.
- Opportunity to explore and offer the current program in vernacular language as per the NEP focus.
- Opportunity for faculty and students exchange programs with reputed neighbouring educational institutions and Scope for tie-ups with foreign management Institutions.
- Opportunity to improve the quality of placements.
- Scope for conducting more need-based, AI-based skill development programs for academicians and industry.

Institutional Challenge

- Competing with alternative education providers such as Distance Education ,Open Universities, Private universities, deemed univerisites etc.
- Aligning with the current and potential needs of the industry.
- Engaging the students with the Industry for their future development.
- The demanding nature of regulating authorities increases administrative work rather than quality education work.
- Increasing direct, and indirect costs result in rising costs of education.

- Ensuring a diverse student body in terms of background, culture, and academic discipline.
- Balancing the cost of education to make it affordable while maintaining high educational standards.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- The HEI is permanently affiliated with Savitribai Phule Pune University and follows the curriculum prescribed by the University. The Choice-Based credit system has been adopted by the HEI since 2013 and it follows the guidelines and norms stated by SPPU for execution of the curriculum.
- The curriculum prescribed by the University is effectively and efficiently delivered through a well-structured process. Department-wise Academic calendar is prepared by considering the annual calendar published by the affiliated University. All the major activities of a semester are incorporated into the calendar and these calendars are circulated to the faculty members for further semester-wise planning and execution.
- The curriculum suggests a cafeteria approach in selecting elective courses and university-level courses. The University curriculum offers a range of 96 courses in MBA as per the revised 2019 syllabus Pattern. The content beyond the syllabus is incorporated into every curricular and co-curricular initiative to align with the industry's expectations.
- The HEI enrich the students with participative and experiential learning through organizing Seminars, Workshops, Value-added certifications, Field Visits and Project-based Learning. Around 1219 students had undergone 94 certifications and 353 students have actively participated in mini-projects in the last five years. Around 80-plus sessions are conducted every year to develop diverse skills and enhance employability.
- Faculty members contribute to designing and framing the curriculum. The Institute has made consistent efforts in updating and upgrading the faculty members through organizing FDPs/Workshops/Seminars.
- Feedback is collected from all the stakeholders and the suggestions given are well documented and submitted to the University for incorporating the suggestions in the revised curriculum.
- The institute inculcates Universal values, Ethics, rights, duties and obligations not only by conducting lectures as per the prescribed University but also through organizing seminars, workshops and Academic Social Responsibility Initiatives.

Thus, the HEI plays a significant role in designing, developing, planning and systematically implementing curricular activities. This approach ensures academic flexibility and enhances the curriculum by offering value-added certifications. The feedback mechanism is vital for capturing the perspectives of all stakeholders, which helps the HEI fulfill its vision of delivering quality education.

Teaching-learning and Evaluation

The HEI adheres to the Central Admission Process (CAP) guidelines set by the Directorate of Technical Education (DTE), Maharashtra. Students are admitted to the institute through the Central Admission Process (CAP) adhering to the reservation policy. The HEI operates under the Linguistic Minority Trust (ATSS). The MBA/MCA programs attract students from diverse backgrounds based on their preferences and eligibility.

The institute believes in outcome-based learning which will positively impact students' learning and development. Faculty Members adapt innovative ways of teaching to make the sessions more interactive and

participative. 100% of the faculty use blended tools for active engagement of the students. The reference and self-learning material with links and session plan details are uploaded in ERP for ready access to the students. Bridge Courses equip with the concepts and methodology of the courses. Remedial coaching is given to slow learners for improving the performance.

The outcome-based learning is analyzed through the assessment of the COs/POs/PSOs. The attainment level of all the courses is analyzed for further continuous improvement. Learning outcomes of all the courses are communicated to the students in advance so as to ensure effective learning.

University examination is conducted as per the guidelines provided by the affiliating University. The examination committee ensures transparency and robustness in conducting the examination. The internal evaluation of the learner is innovatively mapped through a choice of selection of appropriate CCE that stimulate the thought process of the learners.

The HEI adheres to the norms prescribed by AICTE for appointing faculty members. The student-faculty ratio exceeds the AICTE norms. Competent and qualified faculty are recruited as per the recruitment norms of the affiliating University. 70% of the faculty have doctoral degrees with requisite expertise in the relevant field.

Comprehensive feedback is collected systematically from all the stakeholders. Course Exit Survey along with midterm and semester-end feedback are taken for improvements. Student satisfaction surveys provide inputs to initiate necessary remedial actions and create a foundation for planning the next academic year.

In summary, the institution demonstrates a comprehensive approach to provide a supportive and effective educational environment that fosters academic excellence and personal growth.

Research, Innovations and Extension

The Institute believes in developing an ecosystem that fosters research culture among the students and faculty members. Research policy encourages faculty members to undertake research projects and consultancy. Financial assistance is provided to the faculty for attending Workshops/Seminars and FDPs.

Students are encouraged to participate in ideation competitions organized at State and National Levels. Series of sessions on contemporary research topics are delivered by research experts in State/National/International conferences. Funding has been generated through research projects and consultancy.

The HEI has a research center of Doctoral Program in Management under the faculty of Management Sciences in the subject of Organizational and Computer Management. The Centre is recognized by SPPU and has registered 16 students in Organizational and Computer Management.

Department-wise ED cell organizes Field Visits and Boot Camps and collaborates with the Startup incubation Centre for nurturing entrepreneurial mindset among students and faculty members. Around 95 sessions are conducted for promoting entrepreneurship. Institution Innovation Council (IIC) conducts lecture series for developing leadership skills and business mindset. The institute got a star rating for the execution of a series of initiatives related to skill development, leadership and developing a Business mindset.

Faculty members published 50 research papers in both UGC-recognized and other reviewed Journals. Around 34 books/book Chapter is published. The Institute publishes an International, refereed Research Journal – I4

with two issues in a year with ISSN number 0975-2757.

Around 131 events/programs are conducted by the Academic Social Responsibility wing to sensitize all the stakeholders towards giving back to society as per the mission of the Institute. HEI has also collaborated with NGOs working on Health, Education, Spirituality and Environment and successfully executed initiatives of Societal concern. These initiatives create a sense of social responsibility among faculty members and students.

Thus the HEI has created a cohesive ecosystem that foster research and business mindset and imbibe a sense of social responsibility among the students and faculty members.

Infrastructure and Learning Resources

The HEI has adequate infrastructure with all required amenities to cater to the needs of the students and other stakeholders. The well-maintained infrastructure and its resources support the execution of curricular, co-curricular and extra-curricular activities. The total campus land area is 2.5 acres out of which the Institute building is constructed on 0.8 acres, earmarked for it.

The HEI is having Eight classrooms, Five tutorial rooms and two seminar halls as per the norms of AICTE. The classrooms are well ventilated and equipped with LCD Screens , PA systems , WiFi connectivity. Four classrooms are equipped with smart boards to enhance the effectiveness of the teaching-learning process .

The institute is having a well equipped state of the art two seminar halls with centralized AC and a seating capacity of 300plus with LCD Projectors and WiFi connectivity. The HEI also has Board room for Group Discussion, Meetings and interactions. The campus has the facility of common room for boys and girls, guest room, hostel, Cafeteria and medical facility for emergency. Institute campus has sportsroom for indoor games with 104.93 square meters and open ground with 4000 square-meter for out door games.

The Knowledge center(Library) is upgraded from Autolib software to Multiuser Autolib-NG system in 2021. The sophisticated Integrated Library Management System (ILMS) manages the library's core functions efficiently. The Knowledge center is having 16,817 volumes, including a diverse range of reference materials and academic titles. The e-Resources like EBSCO and DELNET are subscribed for enhancing the reading and research aptitude of teachers and students.

The institute has 227 networked computers and 30 Mbps leased line connectivity and a 100 Mbps broadband connection, ensuring uninterrupted internet access. A centralized SOPHOS firewall is introduced for network monitoring and internet security.

The infrastructure maintenance committee plans and monitor maintainance of the existing infrastructure. The infrastructure is enhanced every year to meet the evolving needs of the students and faculty for achieving all-round excellence.

Student Support and Progression

The HEI provides scholarships as per the reservation policy of the state. Students from all over Maharashtra receive the benefit after adhering to the eligibility criteria prescribed by the government departments. The HEI also provides institutional scholarship based on the economic background and the academic track record of the

students. Earn and Learn scheme provides financial assistance to needy students.

The institute consciously strives for the continuous development of the students. All the activities/Sessions and seminars are planned as per the inputs received from alumni, recruiters and the students. Inputs and guidance are given to the student for developing Knowledge, Skills and Ability (KSA) throughout the MBA Programme. Capacity-building programmes like the Student Development Programme, Employability Enhancement Programme and Career Excellence Programme equip the students with various skill-sets for employability. Counselling and mentoring sessions are given to support the continuous improvement of the students.

The grievance of the students is addressed by statutory committees as per the norms. Equal representation is given to all the students in different statutory and Institutional committees. These committees monitor and guide the students for a safe and secure environment.

Equal opportunities are given to all the students for getting placement without any discrimination. The average package of the Institute varies from 4 lakh to 13 lakh (CTC per annum). Students are encouraged to appear for competitive examinations and certification courses to excel in their careers.

Student Welfare Council (SWC) creates platforms for the students to participate in curricular, co-curricular and extracurricular activities. A student-driven club is established under Student Welfare Council (SWC) for planning, coordination and execution of all cultural and sports-related activities. Guidance and Funds are given to the students for exhibiting talent at the National, State, University and Institutional level. Alumni are invited as resource persons to guide the students in developing as competent management professionals.

Governance, Leadership and Management

The Higher Education Institution (HEI) has a clearly defined vision and mission focused on quality education and developing socially responsible, professional, and employable youth. Its governance structure, aligned with this vision, promotes growth through decentralized and participatory practices, facilitated by the Governing Council and the College Development Committee (CDC), supported by various faculty-led committees dedicated to continuous improvement and quality assurance.

The HEI employs a decentralized, collaborative decision-making approach, ensuring effective two-way communication through a clearly defined organizational structure. The Process Manual outlines all policies, procedures, rules, regulations, duties, and responsibilities. Statutory and institutional committees play a crucial role in maintaining and monitoring all institutional processes, fostering continuous quality improvement. Strategic plans are developed and implemented to benefit all stakeholders, demonstrating leadership in resource deployment for both administrative and academic operations.

The HEI empowers staff through a robust organizational structure, clarifying authority and responsibility. Participative decision-making fosters a sense of belonging and responsibility among employees. Continuous professional development is prioritized, with financial support for conferences, FDPs, and other training. The HEI is committed to staff well-being, offering effective welfare mechanisms under well-structured policies.

Finance is effectively mobilised through comprehensive budgeting that address academic, administrative, departmental and committee needs. Regular financial audits ensure optimum utilization of available resources.

The Internal Quality Assurance Cell (IQAC) is vital in implementing the HEI's quality policy, which guides quality improvement strategies. The IQAC ensures teaching and quality of overall administration through regular audits and stakeholder feedback analysis. IQAC periodically review and give inputs to the departments for quality enhancement in teaching learning and evaluation, ICT integration and implements International and national conferences/conventions, workshops, seminars and best practices such as Green Campus initiatives, e-waste management, gender sensitization, environmental awareness and environmental audits. The IQAC supports and enhances the quality through incorporating initiatives in Collaboration with other organizations and professional associations.

Thus the HEI ensures open and participative management and empower all the stakeholders with decentralization approach. The efficient governance is seen in the legacy carried by the leaders through proactive and systematic strategy that ensures the achievement of the goals, objectives ,mission and vision of the institute.

Institutional Values and Best Practices

The HEI believes in the participative learning environment and provides equal opportunity to faculty members and students. Gender champions are nominated for creating awareness and spreading knowledge related to gender equality. Equal representation of boys and girls is provided in statutory and institutional committees. Students are selected as volunteers based on eligibility and interest.

Boards & Posters depicting the importance of gender equality are displayed on all the floors of the institute. A gender audit is conducted periodically and the suggestions received are incorporated into the system. The HEI organizes initiatives like poster competitions, peer group discussions, Seminars and Workshops for gender sensitization.

Standard operating procedures (SOP) and Policies are drafted for effective utilization of the available energy. Regular maintenance and monitoring of all electronic and electrical devices are conducted to preserve energy. Solar Unit is used as an alternative source of energy throughout the campus. Around 35 KVA is saved due to the effective utilization of solar. Stickers are displayed on the switches for conservation of electricity. Stickers highlighting the need and significance of Preserving water, Saving Electricity and Avoiding plastics are displayed in and around the campus to generate awareness among all the stakeholders.

The institute collaborates with Government Authorities, Professional associations and NGOs working on environmental preservation. The HEI also conduct e-waste drives and collects e-drives from the neighbouring community. The promotion of using recycled materials and avoiding plastics is conducted periodically in association with an NGO called the Environment Conservation Association (ECA).

The academic-social wing of the institute plays a pivotal role in sensitizing society through social initiatives. Student and Faculty volunteers actively take part in street plays, Oath-taking, Tree plantation, and River protection drives to create awareness and promotion for saving the environment. Green Audit, Environmental Audit and energy audits are conducted periodically.

Thus The HEI considers it as a responsibility to contribute to preserve the environment by adopting eco-friendly practices and focus on its thrust area since its inception for holistic development of the students,

concern towards neighborhood community and all the stake holders.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	INSTITUTE OF INDUSTRIAL AND COMPUTER MANAGEMENT AND RESEARCH(I.I.C.M.R)
Address	HS2 Sector 27A Behind Sant Tukaram Garden Pradhikaran Nigdi
City	Pune
State	Maharashtra
Pin	411044
Website	www.iicmr.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Abhay Prabakar Kulkarni	020-27657648	9822950405	-	info@iicmr.org
IQAC / CIQA coordinator	Manisha Kulkarni	020-27650011	9011042367	-	iqac.iicmr@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Certificate.pdf
If Yes, Specify minority status	
Religious	
Linguistic	Konkani
Any Other	

Establishment Details				
State	University name	Document		
Maharashtra	Savitribai Phule Pune University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	29-03-2024	12	Approved
AICTE	View Document	29-03-2024	12	Approved
AICTE	View Document	29-03-2024	12	Approved
AICTE	View Document	29-03-2024	12	Approved

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	HS2 Sector 27A Behind Sant Tukaram Garden Pradhikaran Nigdi	Urban	0.8	4039.47

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
PG	MBA,Master Of Business Administration,Commerce and Management	24	Graduation	English	120	120
PG	MCA,Master Of Computer Application, Commerce and Management	24	Graduation	English	120	107
Doctoral (Ph.D)	PhD or DPhil,Phd In Management Science,Commerce and Management	60	Post Graduation	English	36	19

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	2				6				16			
Recruited	1	1	0	2	0	2	0	2	4	12	0	16
Yet to Recruit	0				4				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				1				2			
Recruited	1	0	0	1	1	0	0	1	0	2	0	2
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				20
Recruited	12	8	0	20
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	2	0	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	2	0	1	2	0	2	4	0	12
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	10	0	12
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	50	22	0	72

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	217	38	0	0	255
	Female	190	30	0	0	220
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	10	0	0	0	10
	Female	9	0	0	0	9
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	17	18	15	7
	Female	29	27	17	8
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	62	68	68	64
	Female	36	47	39	41
	Others	0	0	0	0
General	Male	175	203	256	209
	Female	202	174	190	161
	Others	0	0	0	0
Others	Male	14	16	13	8
	Female	9	12	14	11
	Others	0	0	0	0
Total		544	565	612	509

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:

The (HEI) aims to become a hub for holistic multidisciplinary education by integrating diverse fields of study to provide a comprehensive and innovative learning experience. This integration aligns academic programs with industry needs, promotes interdisciplinary learning, and creates opportunities that ignite the career path of the students. The curriculum prescribed by the affiliating university offers a flexible 'cafeteria approach' through the Choice Based Credit System and Grading System, allowing students to choose from a diverse array of disciplinary and interdisciplinary courses. Major and minor specializations in the MBA program and open courses in the MCA program ensure that students acquire a thorough understanding of technology domains and business management. This fosters comprehensive knowledge and expertise across various business domains. STEM integration in the curriculum ensures the offering of multidisciplinary programs, creating interdisciplinary courses, executing collaborative projects that facilitate a holistic approach to learning and problem-solving. This curriculum focuses on developing intellectual, scientific, emotional, social, and cultural aspects of the students. It offers a basket of core, university level and elective/open courses that provide wide choices to the students for earning credits flexibly by selecting innovative CCEs. The curriculum also encourages active engagement in community-based projects, environmental education, value-based learning and provide credits for actively participating in planning, managing, coordinating, and implementing events in the institute and executing local community initiatives. This approach empowers students to engage meaningfully with real-world challenges while receiving academic recognition. Students benefit from cross-functional learning through active involvement in internships, desk research and mini projects pertaining to multiple technical and business domains irrespective of functional specialization. HEI is committed to engaging in multidisciplinary research to address society's most pressing issues. Students are encouraged to undertake multidisciplinary research through field visits, mini research projects, workshops, seminars, industrial visits, conferences, and desk research projects in collaboration with NGOs and professional associations. These initiatives

	tackle significant societal challenges such as e-waste awareness, health, and pollution-free environments. Regardless of their specialization, students receive exposure to 11 value-added certifications in emerging technological and analytical skills. The add-on courses and value-added certifications connect theory with practical application, ensuring a comprehensive understanding of various technological and business fields, enabling students to adapt to the ever-changing business landscape. To support a multidisciplinary approach in line with NEP 2020, HEI invests in faculty development programs that enhance technological skills and promote blended learning methodologies that encourages interdisciplinary exploration. HEI promotes interdisciplinary learning through initiatives such as problem-solving workshops, ideation competitions, design thinking sessions, innovation competitions, and hackathons. The institute organizes international/national and state-level workshops/conferences and webinars on topics like Industry 4.0 and data analytics annually to groom students and imbibe a multidisciplinary approach. Through these efforts, HEI strives to develop well-rounded individuals equipped with the knowledge, skills, and mindset to thrive in a rapidly evolving global landscape. HEI's commitment to multidisciplinary and interdisciplinary education is reflected in its innovative curricula, strong industry partnerships, and extensive student engagement initiatives.
2. Academic bank of credits (ABC):	The revised syllabus of MBA(year 2022), MCA(year 2020) of the affiliating University has incorporated Flexible Curriculum, Credit-based System, Skill Development, Integration of Technology and Quality Assurance methods to meet the requirements of the Academic Bank of Credits (ABC) as outlined in the National Education Policy 2020. The Choice Based Credit System gives flexibility to to choose courses from a pool of elective/open courses and to earn credits through ASCC, Electives and Enrichment courses. The cafeteria approach in selection of continuous comprehensive evaluation (CCE) methods offers wide range of options for earning credits, including online courses from e-learning platforms. Credits are also awarded for volunteering, planning, managing and actively engaging in

curricular, co-curricular and extracurricular activities. In MBA program, Soft skill training sessions, Value added certifications are directly mapped with elective course for earning credits. One CCE of every core courses are linked with Student development Program (SDP). The HEI has taken efforts to register all the students on ABC portal for depositing the earned credits. The process of registering in ABC portal was initiated from the academic year 2021-2022. Since then, the HEI has included the agenda of creating awareness, and highlighting the need, Significance and the process of registering the students in ABC portal by delivering an orientation session during induction. As per the affiliating University instructions, The HEI assign the responsibility to examination coordinators to orient and support the students for flawless registration. One to one guidance is given by the mentors to make the process simple and efficient. Credits accrued by the students are meticulously recorded and deposited into their respective ABC Academic Accounts, promoting transparency, flexibility, and student mobility The HEI collaborates with Professional associations; National and International level Training Organizations to enhance student skills. These collaborations motivate the students to earn credits by attending the trainings offered by these leading organizations. The students are given a choice to earn credits after formative and summative assessment of value-added certifications and training sessions. The HEI encourages students to undertake Massive Open Online Courses (MOOCs) and professional certifications. The program recognizes and integrate the credits earned from these diverse learning experiences into students' academic records, providing a flexible and enriched educational pathway. The HEI has always been instrumental and significantly contributed in revising and drafting the affiliating University's syllabus structure, earning certificates for its active participation in these efforts. Faculty members are always encouraged to contribute to revising the syllabus structure and framework, select new pedagogies, and adopt learner-centric approaches. Students actively participate in the classrooms through Block Teaching methodology and effective utilization of Blended learning tools. Faculty members are encouraged to draft and publish Indian based case studies under Drishti Case Study

	Research Centre. They are motivated to review and revise the content details and the complete structure of value-added certifications after discussion with academic fraternity and Industry experts. Through these initiatives, the institution demonstrates its commitment to promote Academic Bank of Credits for seamless student education progression in line with the principles of NEP 2020 policy.
3. Skill development:	The HEI is dedicated to comprehensive skill development of its students. The MCA program offers year-long training to enhance mathematical aptitude, logical reasoning, verbal communication, in addition to the soft skills integrated into the syllabus. The MBA program has integrated soft skills in the curriculum and credits are assigned to the students after successful completion of summative assessments. Soft skill training is a regular part of the semester schedule with Behavioural Personality Development Skills (BPDS) certifications enhancing student employability. The MBA program includes the Career Excellence and Student Development Programs in the first year and the Employability Enhancement Program in the second year. For the MCA program, the Employability Enhancement Program begins in the first year. These modules are designed to enhance students' readiness and meet emerging industry expectations. Additionally, the MBA department conducts two-day career development and soft skills workshops with leading business organizations. HEI supports this initiative by signing MOUs with training agencies and inviting experts to deliver soft skill modules. To develop spiritual and emotional quotients, the HEI conducts workshops, seminars, meditation sessions, and field visits with mental health organizations. Daily lectures start with a 10-minute Anapana meditation session. The university curriculum prescribes courses on ethics, universal values, and constitutional rights. Through its continuous efforts, the HEI instils righteous qualities and a positive mindset in students. Value-added certifications offer two or one credits. ASCC and enrichment courses encourage students to earn credits through vocational courses. Based on feedback from the alumni, employers and corporate experts, the HEI introduces certifications and add-on courses that support to enhance industry-relevant skills. The MBA program offers 11 value-added

	certifications focusing all major specializations to provide practical applications of theory learned in generic and core courses. These certifications include Digital Marketing, Advanced Excel, Financial Modelling, Power BI, Human Resource Core Processes, Tally, Python, Supply Chain Management, GST, German, and Tableau, enhancing students' practical skills and career prospects. The structure of these courses is designed to face the contemporary challenges in the industry. Students are encouraged to pursue skill-based certifications from selected online MOOC courses. Since 2012, the HEI has consistently provided certifications to enhance student skills. Mentoring Process are initiated after analysing the skill gap of the students through self-analysis form specially designed by the institute. Mentors periodically review self-assessment forms and provide guidance for continuous improvement. The HEI provide appropriate platform to the students to explore concepts, express ideas, evolve skills, and excel in their fields through E2E model. In the MCA program, mentors conduct one-to-one sessions to identify students' skills and guide them toward relevant add-on courses. The program offers certifications in Software Testing (ISTQB), Digital Marketing, Basics of Electronics, IoT and Machine Learning, AWS Cloud Practitioner, Business Analytics, Microsoft Technical Associate (SQL, Database Fundamentals, Security Fundamentals), and the Japanese Language Proficiency Test N5. International certifications demonstrate the skills students have acquired at a certain competency level. Adhering to NEP 2020 principles, the HEI initiates activities to nurture industry-relevant skills, ensuring students are well-prepared for their professional careers.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	IICMR takes immense pride in promoting the rich cultural heritage of India and instils traditional values and beliefs that have been cherished through generations. IICMR embraces the Attitude-Skill-Knowledge (ASK) model, focusing on shaping the attitude of future managers and transmits India's legacy amidst rapid technological advancements through curricular, co-curricular, and extracurricular activities. Despite English being the primary medium of communication, course teachers diligently use national language during remedial and tutorial classes

to clarify complex concepts, thereby improving conceptual understanding, knowledge retention and application of acquired knowledge. During the Student Development Program, Employability Enhancement Program, Role plays, and other activities students are permitted to articulate their views and opinions using vernacular languages. Students are encouraged to pursue technical courses in vernacular languages. HEI celebrates Marathi-Pandharwada to promote literacy and cultural heritage. This event fosters an appreciation for the Marathi language and traditions among students. HEI publishes Pratibimb annually, featuring poems, short stories, and art in Indian languages to enhance literacy skills and imbibe cultural values. HEI preserves Indian languages with 112 Marathi, 4 Hindi, and 17 Sanskrit-English books, supporting cultural and linguistic diversity. Its library also offers 100 English books for broader academic perspectives. HEI's Knowledge Centre hosts a book review competition annually on Library Day, encouraging reading, writing, and fostering an appreciation for language and culture. As an NPTEL-Student-Chapter, HEI provides access to a wide array of resources and opportunities for learning technical courses. Moreover, HEI encourages students to leverage online learning platforms such as Udemy, Coursera, Swayam, NPTEL, LSDB and Cognitive.ai. These platforms offer courses in various Indian languages, enabling students to specialize in their areas of interest and gain comprehensive knowledge. In collaboration with ISKCON and Tej-Gyan-Foundation, HEI has organized various activities to inculcate Indian culture in young minds. HEI commemorates the birth anniversaries of legends to honour their lives and gain valuable management lessons from figures like Chatrapathi-Shivaji-Maharaj, Savitribai-Phule, Dr. Ambedkar, Dr. Abdul-Kalam, Dr. Sarvpalli -Radhakrishnan, Swami-Vivekananda and Sardar-Vallabhbhai-Patel for enriching both personal and professional-development Under its ASR-wing, HEI organizes programs aimed at conserving India's environmental resources, such as river cleaning, Swachh-Bharat and campaigns to raise awareness about e-waste. HEI organizes a vibrant array of events celebrating cultural festivals like Ganesh Festival, Holi-Milan, Makar-Sankranti, and Dandiya to promote cultural

	diversity. These festivities are designed not only to imbibe cultural values but also to nurture a sense of community and tradition amongst students and faculty. ARKO-club organizes an annual cultural mega fest known as Rainbow and Sports Week to celebrate unity in diversity and promote sportsmanship among students. The Rainbow segment features cultural performances such as music, dance, and drama, allowing students to showcase their talents and creativity. Thus, HEI fosters a vibrant and inclusive atmosphere on campus to enhance students' academic and professional capabilities, strengthen their cultural roots, and prepare them to contribute meaningfully to society as globally responsible citizens.
5. Focus on Outcome based education (OBE):	The MBA syllabus adheres to the 2022 curriculum of Savitribai-Phule-Pune-University (SPPU), which integrates four-foundational-pillars: The Choice-Based-Credit-System (CBCS), the Grading-System, Outcome -Based-Education (OBE), and elements of the National-Education-Policy (NEP) 2020 and the MCA 2020 syllabus also incorporates CBCS and OBE. To impart curriculum effectively, HEI prepares departmental-calendars that outlining key academic-events, including curricular, co-curricular, extracurricular-activities, and internal examination-schedules. These calendars are developed in accordance with the Institute's Quality Assurance Cell (IQAC) directives and aligned with the university's academic calendar. The calendars synchronized with the affiliating-University's-academic-calendar are discussed in Institute's Quality Assurance Cell (IQAC) for review and suggestions. The IQAC oversees the implementation of teaching, learning, and evaluation processes in accordance with university guidelines, ensuring each activity is strategically planned to achieve specific educational objectives. Programme-Outcomes (POs) and Course-Outcomes (COs) are prominently displayed on the institution's-website. Faculty-members receive training on Outcome-Based Education (OBE) and design session plans focused on outcomes. During the Induction Programme, students receive an in-depth introduction to OBE, including its importance, advantages, and course structure. his approach ensures students are fully aware of the teaching, learning, and evaluation process from the start of

their academic journey. The MBA program has embraced Block-Teaching Methodology, converting conventional one-hour sessions into interactive three-hour blocks. This method enhances engagement and facilitates experiential learning, enabling faculty to utilize innovative teaching methods and blended learning tools effectively. The Capsule Program in the MCA program provides a gist of each course and the latest advancements in the field, fostering student interest. The pedagogical approach is designed to develop fundamental cognitive skills, including remembering, understanding, applying, analyzing, evaluating, and creating among the students. Industry-associated faculty provide practical insights, linking theory to emerging practices in INZWIZ and expert sessions. Study materials and presentation links are uploaded to the ERP before the semester starts, ensuring easy access and preparation for active participation. Periodic Comprehensive-and-concurrent-evaluation (CCE) is aligned with predefined semester timelines and syllabus coverage, including tests, assignments, quizzes, tutorials, viva, and presentations, designed using Bloom's Taxonomy. Rubrics are designed to ensure the clarity and consistency in assessing students' performance. Summer-Internship-Program (SIP), Mini Project, Major Project calendar, timeline and evaluation parameters are communicated during orientation and displayed on notice boards and the ERP. The Institute employs a systematic approach to distinguish between slow and fast learners, organizing remedial-sessions and retests to ensure all students achieve the desired outcomes and enhance their performance. Mid-semester feedback guides adjustments, while course and program exit surveys assess student comprehension based on Bloom's Taxonomy. Course attainment levels are calculated each semester, informing improvement strategies and setting course thresholds to enhance learning outcomes. HEI offers Value-Added-Certifications throughout the Programme, enhancing students' professional development. Thus, comprehensive approach aligns program outcomes with the Institute's vision and mission, ensuring curriculum relevance to the business landscape and required skills. This structured and innovative methodology emphasizes HEI's commitment to Outcome Based Education equip the students with all essential skills and

	attitudes required in the corporate world, providing a robust foundation for successful career.
6. Distance education/online education:	The institute explores the potential of offering vocational courses through the Open and Distance Learning (ODL) mode, aligning with the institution's mission to develop competent professionals and entrepreneur. HEI has executed a memorandum of understanding with the London School of Digital Business to offer a certificate course in digital marketing. As an NPTEL Student Chapter, HEI offers extensive resources and opportunities for students to engage in courses that clarify in-depth concepts pertinent to their domain. HEI has AWS Academy membership and offer AWS certification courses through hybrid mode. HEI is offering self-paced Google Digital Marketing certification. These courses feature a blend of video lectures, virtual labs, interactive simulations, and assessments, ensuring students acquire practical skills applicable to real-world scenarios and provide comprehensive and interactive learning experience. HEI utilizes the integrated ERP LMS to manage course materials, assignments, and assessments. This platform supports both synchronous and asynchronous learning, allowing students to access resources and participate in discussions. During the pandemic and post pandemic, video conferencing tools such as Zoom, and Microsoft Teams have been instrumental in conducting live classes, webinars, and interactive sessions. These tools enable real-time communication between students and instructors, fostering a collaborative learning environment. Moreover, HEI has offered value-added courses online, providing flexibility and accessibility for students to enhance their skills remotely. HEI has embraced hybrid formats for national and international conferences, workshops, webinars facilitating the exchange of global knowledge through insights shared by international legends on emerging topics. HEI has organised FDP on blended learning, assessment tools and operations and supply chain management. HEI has conducted online Faculty Development Programs (FDPs) on blended learning, assessment tools and operations and supply chain management, equipping faculty with the skills to effectively utilize these tools for enhancing learning outcomes. Faculty have incorporated tools like Padlet, Quizizz, MindMap,

Wakelet, Kahoot, and Mentimeter etc. into their instructional approaches. HEI utilizes library automation software AutoLib NG to manage a rich collection of digital resources including over 10,664 e-books, access to DELNET with 240+ resources, EBSCOhost with 3,200 e-journals, 410 CDs, and videos. Additionally, it subscribes to various e-resources and journals, enhancing the digital library's offerings at the Knowledge Centre. Faculty at HEI encourages students to pursue certifications in Content Marketing, Digital Marketing, SEO, and Social Media from Hotspot Academy. Additionally, students pursue Human Resource Management from Great Learning, and R for Data Science from Cognitive Class.ai. Students have completed courses on Data-Driven Decisions and Tableau through Coursera, enhancing their ability to make informed decisions and gain a competitive advantage. Moreover, faculty have engaged workshops, sessions, appointed as Track Chair and Moderator and served academic fraternity. Thus, HEI devise strategic approach to leveraging Open and Distance Learning (ODL) and hybrid formats exemplifies its commitment to developing competent professionals and entrepreneurs. By integrating modern digital tools, extensive resources collaborations, fosters a comprehensive and interactive learning environment.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?

The Election Commission of India, Under its flagship programme 'Systematic Voters' Education & Electoral Participation' (SVEEP), carries out various interventions for strengthening and enhancing quality electoral participation. Electoral Literacy Club (ELC) is a platform to engage college students through interesting activities and facilitating hands on experience to sensitise them on their electoral process of registration and voting. The Electoral Literacy club (ELC) of the HEI (MBA) is formed as per the directives given by the Election Commission of India under its flagship programme 'Systematic Voters' Education & Electoral Participation' (SVEEP). The objective of this Electoral Literacy Club is to create awareness about the significance of voting and

	familiarize the students and faculty members about the process of voting through engaging the students actively in the process of registration and voting. The club was established after a MOU signed with District Election Office, Pune, Worship Earth Foundation, Pune under the aegis of 'Election Commission of India' and Hon. District Collector Office, Pune. The role of Nodal officers and campus ambassador is to attend the meeting organized by the election cell and disseminate the information shared by the election cell and create awareness about the electoral process to all the students.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The electoral literacy Club is constituted as per the guidelines given by the Election cell under SWEEP. The executive committee of the "MBA@IICMR -ELC" comprise of 7 members .The Director as the President, one of the faculty as Vice President, two faculty members as nodal officers ,one student representative as campus ambassador and 2 students representatives as the members of the executive committee. The role and function of Nodal Officer and Campus Ambassador is to conduct Awareness Campaign, programs, events, activities along with Voter registration Drive. The ELC of HEI has registered in Worship Earth Foundation(WEF) application to facilitate the registration process for new voters and also create awareness by updating all the awareness creation and voters registration initiatives. Convener (Campus Ambassador) will be the student representative of MBA@IICMR , DEO Pune and WEF will give them internship duration of 06 months. Based on ELC and his/her performance DEO, Pune and WEF will give them completion certificate with the grading.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The ELC organizes activities regarding awareness of electoral process, voting and registration and also conducts initiatives emphasizing the rights, duty and obligations of constitutional rights in association with Board of student welfare and Academic Social wing of the institute. The ELC has also signed Memorandum of Understanding(MOU) with District Election Office,(DEO)Pune and Worship Earth Foundation(WEF) to enhance voter awareness and promote ethical electoral participation. Continuous engagement with young ones in electoral democracy by organizing Events/Activity and Programs. The initiatives organized under this club focus on

	sensitizing the students regarding the constitutional and fundamental rights and provide a platform for understanding the power of the electoral rights through voting in the General Elections (Lok Sabha) and State Assembly Elections (Vidhan Sabha). The ELC members do the role of volunteering and assist district election administration in implementing Voter awareness campaign, Conduct of poll and promotion of ethical voting. The HEI has also initiated Voter Awareness and Registration Drive in association with DLC, Pune.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The affiliating University has introduced a non-credit course on Human Rights and Constitution of India. The students are acquainted with the rights, obligation and duties of constitution and Human rights through these courses. The prescribed revised curriculum of MBA is having courses highlighting professional Ethics, duties of responsible citizen, Human rights and Values. The awareness on power of voting in democratic country and the need for having maximum registration of voting by active participation of the youth in the electoral process are communicated during celebration of national Voter's Day every year on 25th January. In this event, a solemn pledge-taking ceremony, where students, faculty, and staff collectively affirmed their commitment to uphold the democratic values of our nation. The pledge emphasized the principles of unbiased voting, encouraging individuals to exercise their voting rights responsibly. Online voters registration drive was conducted with an objective to promote the registration of new voters. International Women's Day, Indian Constitution Day is celebrated to create awareness among the youth to sensitize the young generation about the rights of voting for a secured democratic nation.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Electoral Literacy Club (ELC) of MBA organized voters registration camp for MBA students. The MBA students enrolled in the institute are post graduates who are above 21 years of age and it was found that 190 students had already registered as voters. 31 students who had not completed the voters registration process were given guidance for enrolling as voter in online portal and also given form 6 for offline registration. The HEI has also conducted Awareness Campaigns and Solemn pledge-taking ceremony, where students, faculty, and staff

collectively affirmed their commitment to uphold the democratic values of our nation. The pledge emphasized the principles of unbiased voting, encouraging individuals to exercise their voting rights responsibly.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
490	588	552	531	471

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 50

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
29	33	32	32	34

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
124.93	145.15	128.55	173.92	182.16

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

HEI is permanently affiliated with SP Pune University and follows its guidelines and norms for the execution of the curriculum. The curriculum implements Outcome-Based Education along with the Choice Based Credit System (CBCS) and Grading System. The curriculum offers cafeteria-approach to select elective and university-level courses.

Academic Planning

- **Academic planning** for the entire year begins with preparing the academic calendar. SP Pune University calendars, Examination schedules, and holiday lists are considered while preparing the academic calendar. Both departments prepare distinctive academic calendars. The Academic calendar provides an overview of the curricular, co-curricular, and extracurricular activities to be conducted during the year.
- Based on the expertise, interest, and workload of the faculty members courses are allocated by the HoDs and is formally communicated through mail.
- As per the course allocation Time table is prepared.
- Based on the allocation faculty members prepare the lesson plan with the course objectives and outcome.
- Faculty members prepare individual course files that include session plans, individual timetables, delivery methods, course outcomes, Comprehensive Concurrent Evaluation (CCE), mapping of course outcomes and program outcomes, and teaching materials.
- A detailed schedule of CCE is planned considering the pre-decided semester timelines mentioned in the academic calendar. The prescribed syllabus provides the CCE methods. The CCEs are planned by both departments. and conducted at regular intervals during the semester.
- The course faculty prepares course-wise CCEs based on Bloom's Taxonomy. The CCEs are submitted to the examination department after course allocation.

Curriculum Delivery

- The semester calendar supports the effective implementation of the academic calendar.
- The courses are conducted as per the prescribed timetable and updated in the session plan.
- Effective and efficient course delivery is achieved by using ICT tools, and innovative course delivery methods like Presentation, discussion, case studies, problem-solving activities, and blended learning tools.
- The institute integrates application-based and experiential learning by conducting industry expert sessions- Inzwinz, value-added certifications, seminars, conferences, student development

program, business process excellence, live projects & training, industry visits, internship, and desk research.

- Induction programs and semester orientations familiarize the students with the syllabus framework, teaching-learning, and evaluation, co-curricular and extra-curricular activities.
- Bridge courses and Capsule programs are conducted to ensure concept clarity and help mitigate the knowledge gap.

Continous Internal Assessment

- Evaluation parameters and schedules are prominently displayed on notice boards, ERP, and conveyed verbally during orientation sessions
- CCEs are conducted using individual and group assessment methods throughout the semester as per the predefined timeline, using ERP
- Minimum three CCEs are conducted for each course

Monitoring & Feedback

- Periodic review of curriculum delivery is taken by the HoD and Director through interaction with the students during the semester

Corrective Measures

- Based on inputs received during periodic reviews the HoD and Director prescribe corrective measures
- Feedback about the curriculum is discussed and forwarded to the Internal Quality Assurance Cell (IQAC) for further action

Thus the HEI plays a crucial role in effective planning and systematic delivery of the curriculum while ensuring academic flexibility and curriculum enhancement through value-added initiatives as per the industry needs.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 110

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 47.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
330	194	172	311	251

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

The affiliating university integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment, and Sustainability in the curriculum. HEI delivers curriculum that develop students with a strong ethical foundation and deep-rooted sense of social responsibility.

Professional Ethics: The SPPU curriculum offers courses that imbibe professional ethics among students. Courses like Organizational Behaviour, Entrepreneurship Development, Contemporary Frameworks in Management, Financial Management, Human Resources Management, Geopolitics and World Economic System, Strategic Management, and Indian Ethos & Business Ethics are offered as core courses and elective courses. The Institute orients students on the Code of Conduct during the Induction program, detailing the 'dos and don'ts' related to professional behaviour. Classroom sessions are delivered using real-life case studies, situation analysis, and discussions that sensitize students about professional ethics. HEI organizes industry expert sessions, Employability Enhancement Program, Career Excellence Program, Business Process Excellence, Student Development Programs (SDPs) and internship develop the students to become responsible professionals.

Gender Equality: Courses like Human Resource Management orient students on gender diversity, equality, and inclusion. The institute organizes expert sessions on Gender Sensitization, Nirbhay Kanya, and celebrates International Women's Day. Classroom sessions include case studies and situation analysis that explore real-world challenges faced by organizations on gender issues.

Human Values: Human Values refer to the core principles and beliefs that act as a compass, guiding students on how to navigate life's situations and interact with others. HEI offers audit course on Human Rights and Cyber security. Courses on Indian Ethos & Business Ethics, Corporate Social Responsibility and Sustainability, Strategic Management, and Organizational Behaviour impart knowledge on human values, governance and compliance. During induction, a course on Universal Human Values is conducted for the students. Faculty members discuss case studies, and videos emphasizing the importance of human values. The HEI conducts expert sessions on spirituality, stress management, empathy, and moral leadership that aid to enrich and build character.

Environment and Sustainability: The courses like Corporate Social Responsibility & Sustainability and Managing for sustainability orient the students about the global concern for conserving and preserving the environment. The HEI under Academic Social Responsibility (ASR) organizes activities addressing environmental and sustainability issues. Tree plantation, awareness about water conservation through Jaldindi, Eco-friendly Gomay Ganesha, E-waste management, plastic eradication drive, domestic waste management, Nirmalya collection during Ganesh festival, World Water Day, World Health Day, celebration of World Environment Day are some activities that sensitize the students towards environment and sustainability.

Thus the HEI attempts to address cross-cutting issues through a combination of curricular and connected co-curricular activities.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

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

Response: 74.9

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

Response: 367

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System**1.4.1**

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 96.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
240	240	238	221	222

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
240	240	240	240	240

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

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

Response: 61.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
80	54	78	77	67

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

2022-23	2021-22	2020-21	2019-20	2018-19
122	122	122	106	103

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

2.2.1

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

Response: 16.9

2.3 Teaching- Learning Process

2.3.1

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

Response:

The HEI focus in engaging the students actively by adopting student-centric methods such as experiential learning, participative learning, and problem-solving methodologies. Faculty members are motivated to upgrade continuously for effectively utilizing ICT-enabled tools and adapt innovative teaching pedagogy for enriching interactive learning experience to the students.

A. Student Centric Methods:

1. Experiential Learning: The teaching learning experience is made more interactive through adopting teaching pedagogy that ensures continuous experiential learning with deep insights. The learning by doing helps in conceptual understanding and its application.

Following are the activities conducted to foster experiential learning:

- Laboratory Practical Session:
- Mini Project
- Simulation Exercise
- Capsule Program
- Model Making
- Mock Stock
- Creating and Presenting Poster
- Learning Diary/ Daily Diary
- Thematic Presentation
- Designing Comic Strip

2. Participative Learning: The students learn through actively participating in the activities initiated by the HEI. These initiatives help students to connect, correlate and apply the concepts learnt.

Following are the activities conducted for participative learning:

- Group Discussions
- Presentations
- Role Play
- Quizomania- Weekly Quiz
- IICMR Today – Current Affairs
- Field Visit/ Industrial Visit
- Lectures using blended learning tools
- INZ-WIZ – Industry Expert Sessions
- IT Conclave

3. Problem Solving Methodologies: The problem-solving methodologies help students to understand the problem, identify the possible solutions, and evaluate the results. The HEI provides a platform for the students to understand and solve real-world business problems through activities and organizing events.

- Case Study and Caselet Analysis
- Computer Lab Assignments.
- Aptitude Building

- Internship Projects
- Participation in Smart India Hackathon & Avishkar
- TechnoCase – State level competition
- UDAAN – Inter-Institute Project Competition

B. ICT-enabled tools: The HEI leverage a wide array of ICT tools to be used by the teachers to enhance the teaching and learning experience, equipping students with the latest technological advancements. The ERP System streamlines course management and communication, while MS Teams facilitates seamless virtual collaboration and interactive online classes. Multimedia resources such as YouTube and NPTEL provide engaging video content and high-quality educational lectures. Interactive tools like Padlet, Mentimeter, Kahoot, and Jamboard foster active learning and student participation. For research and data analysis, SPSS offers robust statistical capabilities. Extensive digital library access includes DELNET, the National Digital Library of India (NDLI), EBSCO, and ProQuest's ABI/INFORMS Global, offering a wealth of e-books, journals, and databases. This comprehensive integration of ICT tools enriches the learning experience and prepares students to excel in a technology-driven world.

Thus all the above action-oriented team based activity helps participative learning with ICT tools, engages the students and explores their thought process for an effective and efficient Teaching-learning process.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 99.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
29	33	32	33	34

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

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

Response: 27.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	11	8	7	11

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms**2.5.1**

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

Response:

The Academic Calendar includes the details of examination calendar by referring to the tentative examination schedule of the affiliating university. The evaluation parameters and assessment schedule is communicated to the students during the Induction/ Semester orientation. This includes the details regarding the examination calendar, Continuous Internal Evaluation (CIE) pattern, weightage of internal and external marks, assessment parameters, examination rules & regulations, passing criteria, grading system, SGPA, and CGPA calculations.

The HEI follows a structured approach to ensure transparency in both internal and external assessments, as outlined below:

Transparency in Internal Assessment:

- Course teachers explain the internal assessment parameters for their respective courses.
- Notices regarding internal assessments are posted on notice boards and the website.
- Evaluated answer sheets of term-end examinations and the submitted assignments are discussed to guide and resolve doubts and issues.
- The performance of the students in the internal assessments is communicated through notice boards and the ERP system.

Transparency in External Assessment:

The transparency in external assessment is followed by the Institute by adopting the following measures. The external examination is conducted by the affiliating University.

- The tentative schedule of the University examination is incorporated in the Academic Calendar.
- The dates of examination form filling and the detail examination timetable is communicated through notices.
- The seating arrangement charts are prepared and displayed, following the prescribed norms.
- The External Senior supervisor is appointed by the affiliating University and the Internal Senior Supervisor, Junior Supervisor, and internal squad with all the necessary staff required for smooth conduction of the examination are appointed by the Director in discussion with the College Examination Officer (CEO).
- Surprise internal squad visit prevents malpractices in examination.
- The result is declared in the web portal of the affiliating University.
- Hard copy of the mark sheet is distributed without delay.

The Grievance Redressal System:

The HEI follows a structured process to address issues/ complaints/ grievances in the following manner.

The process for addressing examination related issues/ grievances:

- The issues pertaining to examination are discussed initially with the class coordinator for resolving the issues immediately.
- The unresolved issues are further taken to the Head of the Department (HoDs)
- The complex issues are addressed in an efficient manner in consultation with the Director and examination committee within the decided timeframe.
- The external examination issues that need attention of affiliating University are forwarded to the

concern department of the University.

- The Director along with the CEO meticulously follows the University for quick and time bound redressal.

The examination committee of the Institute play a pivotal role in ensuring smooth and transparent conduction of the Internal and External examination. The robust redressal process ensures time bound and efficient resolving of the issues.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The HEI follows the curriculum and examination guidelines stated by the affiliating University. The Outcomes Based Education (OBE) framework was implemented by the affiliating University in the curriculum of both MCA and MBA program. The curriculum comprises with the well-defined Program Outcomes (POs) and Course Outcomes (COs).

Program Outcomes (POs):

- The OBE approach has been introduced for MCA program from the Academic Year 2020-21 which has 12 POs.
- The OBE approach for MBA program has been introduced from the Academic Year 2019-20 which encompasses 10 POs.
- The POs are displayed on the website of the Institute, cloud base ERP system and notice board.
- The POs are oriented and discussed during teaching-learning orientation session of the Induction program.

Course Outcomes (COs):

- The COs are defined by the affiliating University in the Curriculum of both MCA and MBA program.
- Affiliating University provided 5 or 6 Course Outcomes for each course as per the guidelines provided by Bloom's Taxonomy.
- The COs are displayed on the website of the Institute, incorporated in cloud base ERP system, and notice board.

- The brief orientation of COs has been given to the students during teaching-learning orientation session of the Induction program.
- The detail discussion on COs for every course has been done by the course teacher during Course Overview at the beginning of teaching-learning.

POs and COs are displayed and communicated through:

- Website of the Institute
- Cloud base ERP system
- Notice Board
- Induction Program – Teaching Learning Orientation
- Course Overview – at the start of the course.

This ensures that the Program Outcomes (POs) and Course Outcomes (COs) are well stated and communicated to stakeholders.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The attainment of POs and COs is evaluated with:

- A. Direct Attainment
- B. Indirect Attainment

A. Direct Attainment:

The Direct Attainment of CO is ascertained using proportion of

1. Formative/ Internal Assessment
2. Summative/ External Assessment

1. Formative/ Internal Assessment:

The Comprehensive Concurrent Evaluation (CCE) methods, as specified in the Savitribai Phule Pune University Syllabus, are used for the formative/ internal assessment purpose. These methods include Class Tests, Mid-term exams, Assignments, Prelim exams, Presentations/ Viva voce, Role Play, Case Studies, Model Making, Creating and Presenting Posters.

MCA Program: The Internal Assessment is done for the following type of courses:

- a. 3 Credit Courses (1/3 weightage for Internal Assessment)
- b. 1 Credit Courses (100% weightage for Internal Assessment)
- c. 5 Credit Courses (3/5 weightage for Internal Assessment)

MBA Program: The Formative Assessment is done for the following type of courses:

Generic Core (GC) - (40% weightage for Direct Attainment)

Subject Core (SC) - (40% weightage for Direct Attainment)

Generic Elective – Institute Level (IL) - (80% weightage for Direct Attainment)

Subject Elective – Institute Level (IL) - (80% weightage for Direct Attainment)

2. Summative/ External Assessment:

The Summative/ External Assessment is evaluated through the End Semester Evaluation (ESE) i.e. Examination conducted by the affiliating University.

MCA program: The External Assessment is done for the following type of courses

- a. 3 Credit Courses (2/3 weightage for External Assessment)
- b. 5 Credit Courses (2/5 weightage for External Assessment)

MBA Program: The Summative Assessment is done for the following types of courses

Generic Core (GC) - (40% weightage for Direct Attainment)

Subject Core (SC) - (40% weightage for Direct Attainment)

Generic Elective – University Level (UL) - (80% weightage for Direct Attainment)

B. Indirect Attainment:

The Indirect Attainment for CO is evaluated through Course Exit Survey conducted by course teacher at the end of teaching-learning of the course.

Weightage for Indirect Attainment

MCA Program: 30%

MBA Program: 20%

Attainment Performance Targets:

The CO attainment performance targets are set as below.

For MCA Program:

1. Level 3: 60% or more students scoring more than class average marks
2. Level 2: 50% or more students scoring more than class average marks
3. Level 1: 40% or more students scoring more than class average marks

For MBA Program:

1. Level 3: 60% or more students scoring more than 50% marks
2. Level 2: 50% or more students scoring more than 50% marks
3. Level 1: 40% or more students scoring more than 50% marks

CO-PO Mapping:

COs are mapped to POs using the following set levels to measure the CO-PO linkage for both program:

- a. 1 = Low linkage between CO-PO
- b. 2 = Moderate linkage between CO-PO
- c. 3 = High linkage between CO-PO

PO Attainment:

The Direct PO attainment (80%) is obtained through the attainment of all COs using CO-PO mapping. Indirect PO attainment (20%) is obtained through the Program Exit Survey conducted at the end of the program.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.3

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

Response: 89.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
194	293	200	204	130

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

2022-23	2021-22	2020-21	2019-20	2018-19
239	333	204	209	158

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.52

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.2 Innovation Ecosystem

3.2.1

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

Response:

The HEI takes efforts with the objective of creation and transfer of knowledge through a series of sessions. Activity is thoughtfully designed with precise objectives. Institution innovation ecosystem is designed to communicate, collaborate, create and progress together with its stakeholders.

Indian Knowledge System (IKS):

The prescribed curriculum of the affiliating university emphasizes IKS in core and elective courses. These courses instil values and ethics to the business and computer management students, who are marching towards the cutthroat competitions in the ever-changing business scenario. The HEI also preserves Indian languages with 112 Marathi, 4 Hindi, and 17 Sanskrit-English books, supporting cultural and linguistic diversity.

Intellectual Property Rights (IPRs):

The HEI incorporate IPR sessions in the Seminar / conference / workshop organized in the academic year. 'knowledge center' supports in disseminating knowledge of IPR through digital libraries.

Incubation, Entrepreneurship and Collaboration:

The students are provided with the platform to present innovative ideas in Idea generation competitions, UDAAN and TechnoCase. This inculcates innovative mind set among students.

Students who are interested in entrepreneurship are encouraged to attend the Startup bootcamp, which is an intensive program designed to accelerate the growth and success of early-stage entrepreneurs. Tri Colour innovations Pvt. Ltd. provided an opportunity with a live project of Eco-Friendly Ganesh idol creation, its promotion and sale, where students gained real experience of business.

The institute's 'Institute Innovation Council (IIC)' systematically cultivates innovation and start-up ecosystem. Workshops / sessions are conducted as per the IIC calendar. The institute has received a **3.5 star rating** from IIC. Every year more than 400 students are benefited. Faculty members attend the regional meet of IIC and 8 faculty members have completed and received 'Innovation Ambassador' certifications from IIC.

Institute Research journal, I4 provides a platform to publish research work. Research orientation sessions are arranged and research assignments are assigned to students.

The HEI offers financial support to faculty members and students for participation in national /international research conferences, FDP, workshops, seminars, and national/ state competitions. In Avishkar,(State Level Inter-University Research Competition) and Smart India Hackathon, students share innovative ideas for the real-life problem scenarios.

Outcome:

The HEI conducts sessions on enhancing and developing Intellectual Quotient, Emotional Quotient and Spiritual Quotient to face the competitive world.

HEI has MoUs with well-established **Deshpande startup, Pimpri Chinchwad Startup, Project Management Institute(PMI) and Ziroh Labs** which helps to establish the startup and project ideas into reality. Such startup companies provide opportunity with live experience to students on projects. Entrepreneurship Development Cell 'Prerana and Vijayasidhi have been instrumental and succeeded in creating 'Startups' by 'five' students in retail, IT and service sector.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.2.2

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

Response: 95

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	30	30	6	9

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.3 Research Publications and Awards**3.3.1**

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

Response: 1

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	16	11	9	4

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

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

Response: 1.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	17	1	13	15

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

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

Response:

The HEI focuses on sensitizing students related to social issues through extension activities under the established wing 'Academic Social Responsibility'(ASR). The ASR works in collaboration with NGOs, Government and non-Government organizations for sensitizing and creating impact in the neighbourhood community. The **neighbourhood includes Pimpri Chinchwad Municipal Corporation(PCMC) and in and around Pune**. The students actively participate as volunteers in the social initiatives conducted in association with NGOs and municipal corporation. The institute has **6 Collaboration/MoU's** for sensitizing neighbourhood community. Every activity conducted under ASR aims to create an impact on environmental preservation, paperless communication, water conservation, health and hygiene, and self-awareness.

Environment sensitization and impact:

Non-polluting water resource efforts within the society has generated impact due to the **'Jaldindi-Human Chain to Save the rivers,' 'Nirmalya collection'**, during festive season, **Eco-friendly ganpati-idols creation and promotion**, tree plantations and energy conservation. Regular efforts with municipal authorities on **'Swacch Bharat Abhiyaan'** have sowed the seeds of environment cleanliness. Participation in **e-waste collection and recycling** has generated awareness in the neighbourhood.

Social sensitization and impact:

The HEI contributes in the form of donations during natural calamities, like **Kolhapur-Sangli and Kerala flood-relief** and COVID19 pandemic. Blood donation camps are conducted every year in association with NGOs and organizations. Awareness about prevention of Corona-Virus is created through panel discussions with NGO 'Arogyamitra foundation' and panel of eminent doctors. The HEI coordinate and maximum number of students participate in **'Runathon of Hope'** every year in association with Rotary Club for creating awareness about health and fitness. The HEI also sensitized the students through visits to old age homes and cancer palliative center.

Through campus connect program -Vidyarthi vyaktimatva Vikas Yojana- Personality Development sessions was conducted in junior colleges. To inculcate honesty in dealing with public departments, the institute, under Government of India conducted a program on **'Zero Tolerance against Corruption'**. Women empowerment and awareness on **Eve-teasing laws, self-defence**, was conducted in association with the local Police authorities under Damini Pathak.

Recognizing the importance of extension activities, the institute over the years has increased the frequency from **15 to 29** activities on social issues for student holistic development.

Outcome and impact:

1. Preserving the environment through sustainable living habits and making it the part of daily personal and social behaviour.
2. Guide the future generations to become a responsible citizen.
3. Women empowerment through self-defence.

4.Life saving activity through blood donation camp.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.2

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

Response:

Institute efforts for organizing and conducting the extension and outreach activities are awarded and recognized by the Government recognized bodies, which are registered as NGO's, Charitable Trust, Private and Limited companies, Member of Municipal Corporation, Government Primary Health Centre.

- 1.Institute received recognition for participation in **Indian Swachhata League 2.0** competition by Pimpri Chinchwad Municipal Corporation, Pune.
- 2.Certificate from Environment Conservation Association (ECA)for **organizing Book Exhibition** on Environmental Conservation
- 3.Certificate from Government of Maharashtra Environment and Climate Change Department for participation in **Maji Vasundhara (My Earth) Pledge** to small actions/ changes to be taken by the citizens in their day-to-day life.
- 4.Certificate from **'e-waste global' for e-waste recycling initiative**. The e-waste was collected from the neighborhood and the stakeholders.
- 5.Award for Organizing **Blood Donation camp in association with HDFC Bank**. 55 bottles of blood was donated in the camp.
- 6.**Runathon of hope-Participation Certificate for volunteering service to the runners** in marathon to create awareness for modern life style diseases.
- 7.**Appointment as Director of the foundation Arogya Mitra** for services and program arrangement for the neighborhood community.
- 8.**Certificate for disposition of e-waste** to authorized recycling organization from Ecoreco (Eco Recycling Ltd.)
- 9.**Certificate for Participation in Marathon under the awareness campaign for Nasha Mukthi** organized by Maharashtra rural Police Department and Sankalp Nasha Mukthi.
- 10.Certificate from Environment Conservation Association (ECA) for organizing event on **awareness creation for reduce, reuse, and recycle plastic**.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.3

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

Response: 55

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	12	10	11	7

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

3.5 Collaboration**3.5.1**

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

Response: 14

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The HEIs commitment to academic excellence is evident from the moment one steps into its classrooms. These spaces are meticulously designed for modernity and functionality. Each classroom is equipped with state-of-the-art technology, including LCD screens, PA systems, and WiFi connectivity. Such features ensure that the dissemination of knowledge is facilitated with ease.

The integration of wired LAN connections and computers equipped with webcams and speakers elevates these classrooms into active hubs of interactive learning. Certain rooms have digital smart boards, transforming the educational experience into a tech-infused journey where ideas come to life at the touch of a screen.

Furthermore, the institution recognizes the pivotal role of Information and Communication Technology (ICT) in modern education. Smart classrooms and Learning Management Systems (LMS) are comprised as part of the digital revolution, enabling personalized learning experiences and facilitating remote education. With smart TVs, WiFi connectivity, and wired LAN connections in tutorial rooms and a boardroom, the institution ensures that technology is seamlessly integrated into every facet of academia.

The cafeteria serves as a social hub, fostering community engagement and providing a space for relaxation and refreshment. Through its infrastructure, it fosters an environment conducive to learning, innovation, and personal growth, preparing students for success in a rapidly evolving world.

In the recent academic year, the institute continued its dedication to fostering students' holistic development through a range of social and cultural activities. These activities serve as platforms for students to demonstrate their cultural talents and social prowess. Led by the Student Welfare Council, a variety of extracurricular events were meticulously planned and executed throughout the year. Central to the organization and celebration of cultural events was the student-led club ARKO, which infused these occasions with enthusiasm and vigour.

The institute has a state-of-the-art 292 square-meter Seminar hall, accommodating up to 300 attendees. This well-designed space, established with a focus on ventilation and acoustics, serves as an ideal venue for academic gatherings, workshops, seminars, and various presentations. Equipped with essential amenities such as a stage, podium, LCD projectors, screens, whiteboard, internet access, and a robust Public Address system complete with wired, wireless, and collar microphones, the auditorium ensures

seamless conduct of events. Additionally, it features an auto-switched uninterrupted power backup system and generator supply, guaranteeing uninterrupted proceedings.

For indoor recreational activities, the institute provides a dedicated sports room spanning 104.93 square meters. Since inception, this facility caters to popular indoor games including carom, chess, and table tennis, offering students a space for leisure and friendly competition.

Complementing indoor recreational options is the institute's expansive 4000 square-meter shared open ground. This outdoor space accommodates a range of sporting activities such as football, basketball, and volleyball, providing students with ample opportunities for physical exercise and team sports. Additionally, the open ground serves as a venue for yoga sessions, promoting holistic well-being among students.

Seminar hall, sports room, and open ground serve as vital hubs for student engagement and enrichment, effectively utilized by various programs and initiatives aimed at fostering a vibrant and dynamic campus community.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2

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

Response: 8.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
10.36	7.48	10.00	23.71	11.33

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Knowledge Centre (Library) of the HEI is a fully automated facility that plays a crucial role in supporting the institution's academic and research initiatives. Since its inception, the Knowledge Centre has evolved into a modern, dynamic resource centre, aligning with technological advancements to enhance its services and accessibility.

In 2012, the library adapted the AutoLib software, and in 2021, it transitioned to the Multiuser Autolib-NG system. This sophisticated Integrated Library Management System (ILMS) manages the library's core functions efficiently. It encompasses various modules such as acquisition, cataloguing, circulation, and article indexing, streamlining operations and ensuring efficient resource management. Additional modules like Book History, Member History, WEB-OPAC, and E-Content have been incorporated to provide an enhanced user experience, allowing seamless access to the library's extensive resources.

The library houses over 16,800 volumes, including a diverse range of reference materials and academic titles. To ensure that faculty and students have access to the latest research and scholarly publications, the library subscribes to a wide array of prestigious national and international journals. Additionally, it provides access to e-resources through the platforms, EBSCO and DELNET, offering a comprehensive digital collection that caters to the academic and research needs of its users.

The Knowledge Centre actively promotes a culture of reading and critical thinking through various initiatives. Annual competitions such as the Best Reader Awards, Book Review, and Article Review contests are organized to engage students and encourage their involvement. Special events like Reading Inspiration Day, Library Day, and Book Exhibitions are conducted to foster a love for learning through reading and to highlight the importance of literacy.

To facilitate easy navigation of its vast collection, the library offers Online Public Access Catalogue

(OPAC) terminals. Furthermore, the integration of the institutional repository with the institute's website and the cloud-based ERP system, ERP ensures the seamless dissemination and preservation of scholarly output. This integration supports collaborative efforts and enhances knowledge sharing within the academic community.

The library's facilities and resources are extensively utilized by both faculty members and students, demonstrating its pivotal role within the institution. The advanced ILMS, combined with a rich collection of print and digital materials, ensures that the library meets the diverse informational and research needs effectively. Through continuous innovation and commitment to excellence, the Knowledge Centre not only supports but also empowers the institute's academic community.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

HEI has made substantial investments and advancements in its IT infrastructure to foster academic excellence and meet the dynamic requirements of students and faculty members. On May 15, 2019, the HEI upgraded its IT facilities by procuring five new desktop machines, ensuring that all computer labs are well-equipped. Additionally, a well-equipped language laboratory with Orell Software is available to enhance English language proficiency.

On March 16, 2020, the HEI further expanded its IT infrastructure by procuring thirty desktop machines and replacing old machines. The initial **10 Mbps leased line connectivity was upgraded to 30 Mbps leased line** connectivity from TATA Tele Business Services. In June 2020, the initial **35 Mbps broadband connection was upgraded to a 100 Mbps broadband connection** from Quality Broadband Internet Services, ensuring uninterrupted internet access. A Smart Classroom Solution with an Interactive Board was purchased on December 30, 2020.

On February 20, 2021, the HEI significantly expanded its IT infrastructure to include 227 networked computers with the latest configurations and essential licensed software. The network is managed using **CISCO switches with fibre connectivity, and a centralized SOPHOS firewall, introduced on November 20, 2018, replaced the earlier Cyberoam Firewall** for network monitoring and internet

security. An Interactive Board IR 82 was purchased on March 25, 2021. This expansion supported the growing needs of various programs, including MBA, MCA, and PhD in Management Science.

On June 6, 2022, the HEI further enhanced its IT infrastructure by purchasing thirteen desktop machines. In August 2022, a ViewSonic projector and a Canon laser printer were purchased. On September 20, 2022, to support its advanced programs, the IT infrastructure was upgraded by acquiring 46 CPUs with SSDs and new Intel processors.

The **24/7 Wi-Fi facility** of the HEI is extended to the hostel on campus, enabling students to easily access the ERP, projects, and study materials. The computer laboratory is well managed by dedicated lab coordinators. As a preventive measure, infrastructure details and Standard operating Procedures are displayed for major infrastructure resources on campus. A usage register is maintained to record the usage of computers in the lab.

A complaint register is maintained for maintenance issues, and complaints are resolved accordingly. A dead stock register is maintained for asset information. An annual maintenance contract is signed for infrastructure such as UPS, printers, and generators.

HEI's commitment to continuous improvement is evident in its regular machine health checks and upgrades to computer systems and other infrastructure components. By staying abreast of technological advancements and aligning infrastructure development with academic needs, the HEI ensures that it provides quality education and fosters a conducive learning environment.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3.2

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

Response: 2.5

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

Response: 196

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 16.35

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

2022-23	2021-22	2020-21	2019-20	2018-19
19.96	34.49	26.61	20.62	21.73

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 57.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
190	300	345	355	314

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	View Document
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	View Document
Upload policy document of the HEI for award of scholarship and freeships.	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

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

Response: 81.84

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

2022-23	2021-22	2020-21	2019-20	2018-19
444	449	448	427	386

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

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

Response: 56.94

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

2022-23	2021-22	2020-21	2019-20	2018-19
102	191	106	100	104

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

2022-23	2021-22	2020-21	2019-20	2018-19
196	293	200	206	164

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

5.2.2

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

Response: 0

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

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

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

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

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

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

Response: 26

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

2022-23	2021-22	2020-21	2019-20	2018-19
48	36	06	09	31

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

The Alumni Association of IICMR, established under the Societies Act Rules of 1860, serves as a vital link between the institution and its graduates. Founded in 2012 with registration numbers

Mh-1402/Pune and F-40800/Pune, the association plays a pivotal role in fostering alumni engagement and supporting the institution's growth.

Alumni engagement with the HEI

Alumni engagement with the HEI is fostered through various key activities. The Executive Committee of Alumni Association meets biannually to plan interactions between alumni and the institution. Additionally, an annual reunion is organized to strengthen alumni connections with the HEI and current batch of students. Through their ongoing involvement, alumni contribute to building a cohesive and supportive network that endures long after graduation. Acting as brand ambassadors, they also play a crucial role in recommending prospective employees to recruiters, thus promoting the institution's growth and diversity. Alumni are also involved in Governance being part of Governing Council and Internal Quality Assurance Cell.

This involvement ensures that alumni perspectives are integrated into the decision-making processes, contributing to the continuous improvement of the HEI. Through these various roles and activities, alumni engagement not only supports current students but also reinforces the institution's reputation and community.

Contributions to Curriculum Enrichment and Delivery

The HEI proactively seeks alumni feedback to enhance the curriculum and improve delivery methods. Alumni suggestions are integrated into existing courses, and new add-on programs are developed and introduced based on their insights.

Interaction with the Students

Alumni play a pivotal role in mentoring current students, offering guidance and support throughout their academic journeys, all voluntarily and free of charge. Their interactions provide students with invaluable real-world perspectives and opportunities, enriching their overall educational experience. Alumni share

insights into emerging career paths and identify fields that may be becoming obsolete, aiding students in making well-informed decisions about their future. They highlight essential skills needed in today's job market and advise students on how to acquire these competencies. Additionally, alumni actively assist with interview preparation by sharing their experiences and motivating students in their career development. Their professional connections are crucial in helping students secure internships and job placements. Alumni networks provide continuous career support and professional development opportunities, benefiting both current students and fellow graduates. They provide detailed advice on essential skills required in today's job market and recommend ways for students to acquire these competencies, whether through specific courses, certifications, or practical experiences. This guidance is particularly valuable in a rapidly changing job market, where staying updated with the latest trends and technologies is crucial for career success. By giving clarity to students and faculties regarding new trends and requirements in the corporate world.

Ongoing engagement with alumni fosters a sense of loyalty and pride, which leads to increased support for the HEI's initiatives. As torchbearers and brand ambassadors, alumni play a crucial role in boosting the institution's reputation and nurturing a robust sense of community and enduring relationships among students and graduates, making their contributions invaluable.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The HEI governance and leadership believes in an open and participative culture with decentralized approach and ensures transparency and inclusivity. The institutional perspective plan is effectively formulated in alignment with the vision and mission by considering the inputs given by all the stakeholders.

Vision

“To be center for quality education and research, through excellent academic ambience and natural relation with society and industry, with an objective of purposeful existence in society.”

Mission

“We, at IICMR regard it as our mission to develop competent professionals & entrepreneurs capable of withstanding and managing the ever-changing scenario in the world of Information Technology & Management, and having a deep-rooted sense of social responsibility.”

The institute is governed by the norms prescribed by All India Council for Technical Education (AICTE), Directorate of Technical Education, Maharashtra State (DTE), Fees Fixation Regulatory Authority, and Savitribai Phule Pune University.

The effective participation in the institutional governance:

The effective governance and leadership is visible through two way communication process. Board of trustee is instrumental in cohesive development of the institute. The GC guide and monitor the overall administration and the CDC incorporates the directives received from GC. The IQAC continuously improves the institutional functions through planning, reviewing, guiding and monitoring which are implemented by the statutory and institutional committees.

The institute develops an eco-system that ensures progressive growth of all the stakeholders involved in it. The strategic and perspective plans are framed to fulfil the needs of the students, faculty members and the society at large. The effective involvement and equal representation of the stakeholders align actions with vision and mission inspires trust, foster a sense of purpose among the team members, and drive meaningful purpose.

Decentralization:

The decentralization is is reflected in robust institutional structure, systems, and processes. The transparent and participative culture ensures the engagement and empowerment of all the stakeholders. The HEI has devised a well- structured organogram, systematic decision-making process and established statutory and institutional committees for effective implementation of institutional practices.

- The organizational structure ensures clarity in roles and responsibilities, enhancing efficiency and accountability.
- The systematic decision-making processes of the HEI promotes active participation and equal opportunity to all the stakeholders.
- The nominated committee members effectively contribute to the planning and implementation of the perspective plan by considering every aspects of the institute.

Sustained institutional growth:

The institute believes in consolidation rather than expansion and continuous improvement to be done continually. The strategic and perspective plans are devised envisioning the sustained growth. The periodical review of the system, structure and the processes lead to continuous quality improvement. The change is effectively implemented through a people-centric approach, openness and integrity, and embracing diversity as a strength.

The HEI emphasizes systematic governance aligned with its vision and mission, focusing on quality education, stakeholder empowerment, and continuous improvement. By following regulatory norms and embracing a curriculum that integrates the National-Education-Policy, the institute fosters a conducive environment towards academic excellence and societal contribution.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The HEI strictly adheres to the norms stipulated by competent authorities for overall administration. The well-defined institutional processes, policies and procedures, documented in the process manual is the foundation for its operational framework.

Perspective plan and its deployment:

The perspective plan is proposed by the department by considering the contemporary practices of ever-changing business scenario and the inputs given by the stakeholders. The proposed plan is discussed and reviewed in IQAC meeting to understand the economic viability and the technical feasibility. The approved plans are presented in front of apex body for further direction.

The procedure of the institute:

The perspective plan and the departmental quality initiatives are put forth and discussed in GC, CDC and IQAC for approval. The department executes the approved initiatives through the constituted committees. Administrative setup is adequate for the process of managing information through stakeholders ensuring a smooth execution of all the initiatives.

The Institute Director gives direction for the accomplishment of the perspective plan. The well-defined roles and responsibilities and key result areas are discussed with faculty members by the head of department for ensuring desired outcome. As per the allocated roles and responsibilities the activity coordinators drive the initiatives through the team of students and faculty members. This fosters open and transparent organizational culture and ensures successful implementation of the perspective plan.

The statutory and institutional committees play a significant role in maintaining a safe and secure environment. Equal opportunity to both genders encourages cohesiveness and team spirit for achieving sustainable holistic development amongst the fraternity .

Student Welfare Council (SWC) safeguards students' rights and oversees their developmental activities, promoting and coordinating cultural, sports, and management events. The institution's Academic-Social-Responsibility (ASR) wing actively engages in initiatives addressing environmental, cyber-security, and health issues, fostering connections with societal concerns. These efforts nurture partnerships with society and industry, ensuring a purposeful existence in the broader community.

Activity coordinators, as per their allocated roles, drive initiatives through teams of students and faculty members, fostering an open and transparent organizational culture that facilitates successful implementation of the perspective-plan.

Appointment and service rules:

The appointment and service regulations of the institute are equitable, transparent, and merit-based, aimed at attracting highly qualified faculty and staff members as per the selection procedure prescribed by AICTE and affiliating university. The workload fixation is carried out with the responsible authorities from affiliating universities. This meticulously maintains sanctioned positions per cadre. The recruitment is initiated through advertisement in leading newspapers as per the sanctioned posts. Committee nominated by the university interviews eligible candidates and the selection is based on interview, merits and the prescribed norms of AICTE and university.

Thus, HEI's smooth operation is powered by comprehensive appointment and service rules, ensuring transparency, meritocracy, and equitable opportunities in recruitment and service conditions. This is coupled with a dynamic deployment of the institutional perspective plan, which drives forward-thinking policies, streamlined administrative setups, and effective procedures across all facets of the institution's operations.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Performance Appraisal System

The Higher Education Institution (HEI) has implemented a robust performance appraisal system to ensure an unbiased and transparent process, fostering career progression in all dimensions. The

Performance Appraisal policy, detailed in the Process Manual, guides faculty members and staff in continuous performance enhancement.

Faculty and Staff Appraisal Process

Annual Appraisal:

- Faculty members' performance is appraised annually by their respective departmental Heads of Department (HODs) and the Director.
- Supporting staff's performance is reviewed by the administrative department and approved by the Director.

Appraisal Form Components: The appraisal form encompasses various dimensions of self-appraisal, HOD, and Director remarks. Key parameters include:

- **Academic Involvement:** Teaching pedagogy, course results, development of e-learning content, activities/lectures conducted, SIP guidance, and mentoring.
- **Research and Development:** Publications in journals and conferences, book chapters, research project grants, copyrights, revenue from training programs, student collaborations, and awards/fellowships.
- **Self-Development:** Acquiring Ph.D., attending and organizing training programs, roles as Ph.D. guides, portfolios handled, and contributions to institute branding.
- **Awards/Certificates/Achievements:** Recognitions received by the faculty.

Procedure:

1. **Establishment:** The Admin Head fills in the employee's details and previous appraisal data.
2. **Self-Appraisal:** Faculty members complete the form with information on academic involvement, research, self-development, and achievements.
3. **Students' Feedback:** Evaluates syllabus coverage, course depth, content delivery, use of tools, punctuality, and teaching enthusiasm.
4. **Examination Results:** Feedback on end-term exam results for the courses taught by the faculty.

Review and Discussion: Post self-appraisal, the HOD and Director review the form and discuss action plans, vision for the next year, and areas for improvement with the faculty, ensuring continuous up gradation and satisfaction in achieving targets.

Welfare Measures for Teaching and Non-Teaching Staff

IICMR is dedicated to faculty welfare, offering both monetary and non-monetary benefits to support and encourage its members.

Monetary Measures:

1. **Provident Fund Contribution:** Regular contributions for all staff.
2. The amount of gratuity is disbursed to the staff as per the condition prescribed in Payment of Gratuity Act.
3. **Financial Assistance:** For attending seminars, faculty development programs (FDPs),

workshops, and presenting research papers at conferences.

4. **On-Duty:** For career enhancement programs, academic assignments, and training initiatives.

5. **Research and Development Support:** Financial support for research publications, FDPs, and attendance at academic events.

6. **Maternity Leaves:** For female staff members.

Non-Monetary Measures:

1. **Trust-Sponsored Activities:** Including staff picnics and uniforms for non-teaching staff.

2. **Health and Wellness:** Yoga and meditation initiatives, Covid-19 vaccination support.

3. **Flexible Timing:** For employees with special travel needs.

4. **Recognition for Achievements:** Acknowledgment of special achievements.

5. **Short Leaves:** For personal tasks such as school open days and banking.

6. **Celebrations:** Festival and employee birthday celebrations.

7. **Canteen Provision:** On-campus canteen facilities.

Career Development

IICMR encourages continuous upgrading for both teaching and supporting staff. The performance appraisal system and welfare measures motivate faculty and staff to actively engage in decision-making processes and effectively fulfil their roles and responsibilities. This comprehensive approach ensures successful delivery of key result areas (KRAs) and promotes overall professional growth.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.3.2

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

Response: 16.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	7	8	3	7

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

6.3.3

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

Response: 50.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	36	33	25	14

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

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

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The HEI is an affiliated and self-financed private institute. The budget of the institute is presented in the Governing Council for approval immediately after completion of each financial year. The HEI has strategies for optimal utilization through sharing of available resources among the programs. The institute has implemented a robust framework for effectively utilizing its financial resources. This framework includes annual budgeting, cash-flow planning, and goal setting. The finance committee plays a pivotal role in planning, preparing, controlling, executing and allocating the funds to respective committees and departments for effective utilization of the available funds.

The HEI generates funds through organizing/conducting programs in association with affiliating university and professional associations. The HEI being a minority trust earmarks its seats for minority and enrol students for scholarships against vacancy. The HEI receives funds under different schemes of scholarships of state government, research grants and funding under schemes of affiliating university, sponsorship and funding from non-governmental organizations / professional associations. The HEI also generates funds for providing consultancy/training and organizing workshops to corporate organizations/institutes.

The trustees approve institutional scholarship for the most eligible student after the review and recommendation of GC and CDC.

The internal audit of the finance committee is conducted by the IQAC, effectively monitors and suggests measures for optimum utilization of available resources. The external financial audit is conducted annually by an external agency to review financial records, including balance sheets and income

statements for ensuring transparency in all financial transactions.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal-Quality-Assurance-Cell (IQAC) acts as a catalyst for enhancing quality by effectively implementing the strategic and perspective plans of the institute. Since its inception. The IQAC is dedicated to continuously review, monitor, and control all quality initiatives to ensure continuous improvement.

The IQAC collects and analyses the feedback from all the stakeholders gives direction to plan the future endeavours. After analysing the feedback, Action Taken Report (ATR) is prepared, incorporating suggestions and inputs from stakeholders. This report guides the planning of actions for the next academic year.

The IQAC conducts academic and administrative audit (AAA), semester-wise audit and specific audit related to gender, environment, committee activities, academic and administrative system, processes and functions. These periodic audits provide valuable inputs and guide the secretary and committee members in continuously improving processes and ensuring quality.

Based on the set norms prescribed by regulating authorities and valuable inputs from stakeholders and departments, the IQAC suggests or approves innovative, value-added quality initiatives for the concerned departments. These initiatives equip students and faculty members to meet ever-changing business situations, ensuring their holistic development.

The IQAC promotes quality at various institutional levels for better academic and administrative support. Committees for different processes are empowered to actively participate in planning, coordinating, monitoring, and controlling quality initiatives for successful implementation. Standard Operating Procedures (SOPs) and procedures are established to maintain standards during the organization and conduct of events and activities.

The IQAC suggests improvements in teaching, learning, and evaluation processes based on mid-semester

feedback, semester-end feedback, course exit surveys, student satisfaction surveys, program exit surveys, and curriculum and event feedback from students, parents, faculty members, employers, and alumni. It also assesses attainment levels achieved by the departments and suggests incremental improvements in teaching, learning, and evaluation to enhance attainment levels in all the program. The threshold level for each course is determined by considering previous year's examination results, the difficulty level of the course, and departmental discussions. This process of mapping course outcomes and program outcomes provides a visual representation for continuous quality improvement.

The IQAC encourages faculty members to orient students with predefined rubrics and Continuous and Comprehensive Evaluation (CCE) parameters before the commencement of the semester. This orientation ensures clarity and transparency in the evaluation process. The IQAC also motivates faculty members to select innovative evaluation methods for active, participative, and experiential learning. The IQAC encourages continuous up gradation of the faculty members.

The IQAC fosters a culture of paperless communication through extensive use of ERP, e-resources, and tools in overall administration. It promotes departmental participation in quality ranking and accreditation processes. The IQAC meticulously follows a schedule of meetings to review progress, with timely submission of the Annual Quality Assurance Report (AQAR).

In summary, the IQAC plays a crucial role in maintaining and enhancing the quality of education and administration at the institute through continuous review, stakeholder feedback, innovative initiatives, and rigorous audits. Its efforts ensure that the institute remains aligned with its strategic and perspective plans, fostering an environment of continuous improvement and excellence.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The HEI emphasizes on gender equity by providing an inclusive environment with equal opportunities and rights for personal and professional growth. The institute makes deliberate efforts to sensitize all the students and staff about gender equity for developing a peaceful, prosperous and sustainable society. It is reflected during academic, administration and other curricular and co-curricular activities.

Gender Audit assess organization's gender-related practices and evaluates an effectiveness in addressing gender issues and promoting equity within its operations and activities. Gender champions are nominated and trained to create awareness about the need and significance of gender equity through peer group discussions, sessions/seminars, debates and poster competitions. The activities at IICMR safeguard the interests of the students and the employees irrespective of gender. The HEI organizes sessions based on the Gender equity action plan and centred on boy's and girl's health, universal human values, hygiene, and personality development, self-defence to cultivate a secure and safe environment. Students and faculty members take the initiative to celebrate 'Women's Day' for girls and teaching and non-teaching ladies' staff at the institute. Curricular activities are tailored for equal engagement, with an impartial selection of class representatives and events coordinators.

Information regarding safety, security and important Committees are displayed on the Institutional website and premises at noticeable places. The discipline is maintained by the class coordinators, mentors and class representatives in the institute. Institutional and Statutory Committees are established to uphold principles of equality and justice and equal opportunity is given to students. Sexual harassment of students is strictly prohibited. Students wear identity cards at all times to ensure their identity. A suggestion box/complaint box installed allows students to voice their opinion leading to HEI's overall improvement. The Institute adheres strictly to the admission processes based on merit and prescribed norms by regulatory authorities, ensuring impartial enrolment.

Facilities:

24-hour physical surveillance by the security guards, the checking and the entry of every visitor in the register and continuous monitoring through CCTV at appropriate locations in the campus ensure a safe and secure environment. Night Patrolling by the local police authority gives a sense of protection to the students.

Common rooms are provided equally to both genders.

Equal opportunity is given to both genders for utilizing the library, Computer labs, canteen, transport facility, sports room, ground and sports facilities.

The installation of a **Sanitary Napkin Vending and Disposal machine** in the girl's toilet ensures the health and hygiene of the girls.

The **medical kit** on the campus, in collaboration with the nearby hospitals and transport facility, caters to medical emergencies.

The existence of a **girls' hostel** on campus necessitates the presence of a lady warden and the implementation of rules that foster a disciplined culture, guaranteeing a safe and secure environment for the students.

Inclusive participation of students in all activities fosters a conducive environment that leads to team spirit, respect for culture and values, and mutual understanding that sensitizes them to become a responsible citizen to excel in professional and personal endeavours.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response: A. All of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The HEI enrolls students across India which contributes to the inclusive environment, religious tolerance and harmony, regional, linguistic, communal socioeconomic and other diversified environments. The Institute fosters and adopts an inclusive environment to maintain unity through diversity.

Cultural Activities:

The HEI takes immense pride in promoting the rich cultural heritage of India and instils traditional values and beliefs that have been cherished through generations. ARKO-club organizes an annual cultural mega fest known as Rainbow and Sports Week to celebrate unity in diversity and promote sportsmanship among students. The Rainbow segment features cultural performances such as music, dance, and drama, allowing students to showcase their talents and creativity representing different regions and culture. The cohesive participation of the students helps in showing mutual respect to each other's language, religion and culture.

Regional and Linguistic Diversity:

HEI organizes a vibrant array of events celebrating cultural festivals like Ganesh Festival, Holi-Milan, Makar-Sankranti, Diwali, Guru Pournima and Dandiya to promote cultural diversity. These festivities are designed not only to imbibe cultural values but also to nurture a sense of community and tradition amongst students and faculty. The celebration of festivals and events teaches students to show their appreciation and respect for one another. Additionally, both local and national events uplift everyone and uphold morality. Students celebrate Shivaji Maharaj Jayanti, Marathi Bhasha Divas and Vachan Prerna Diwas as a part of regional linguistic activity. Students experience spirituality during Palkhi Darshan which exposes students to the power of community and collective rituals. Despite English being the primary medium of communication, course teachers diligently use national language during remedial and tutorial classes to clarify complex concepts, thereby improving conceptual understanding, knowledge retention and application of acquired knowledge. Social initiatives such as Blood Donation Camps, visit to old-age home reflect the inclusive ethos of the institute.

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

The HEI observes days such as Constitution day, International Yoga Day, Women's Day, National Youth Day, National Voter's Day. Institute has a tradition of celebrating commemorative days such as Dr. Babasaheb Ambedkar Jayanti, Savitribai Phule Jayanti and Teacher's Day.

The HEI is devoted to encouraging an inclusive environment among the faculty, staff, and students. The institute believes in holistic value-based education to prepare youth and develop the Nation. The importance of these days is conveyed to the students and they are made to understand the value of being an Indian Citizen. Celebration of cultural festivals is an integral part of HEI's extra-curricular activities. These celebrations are conducted through ARKO (Student Driven Club) and Academic Student Responsibility(ASR). The ASR team has taken the initiative to imbibe the culture of values among the members.

Through these activities, students become familiar with the diverse cultures of our country and contribute to the growth of tolerance and peace toward differences in culture, region, language, community, socioeconomic status, and other areas.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1

1. Title of the Practice

Organizing TOPS (Team Oriented Problem Solving) Convention in association with the Indian Society for Quality (ISQ) on Institute Campus.

2. Objectives of the Practice

- To provide a platform to connect and collaborate directly with industry experts
- To offer an opportunity for understanding the contemporary challenges and best

Practices implemented in the industry

- To get exposure to the industry through managing a national-level event with

Indian Society for Quality (ISQ)

3. The Context

The HEI has signed a MOU with ISQ for training, Consultancy and learning among the stakeholders. As an outcome of the MOU, the ISQ-Pune Chapter has allowed the MBA department to manage and coordinate the national-level event –the TOPS convention at the IICMR campus. This

National convention is organised every year to award the best practices of OEMs and SMEs all over India.

4. The Practice

The TOPS (Team Oriented Problem Solving) convention is organized at the MBA IICMR campus and the entire event from planning to the execution is managed by the student volunteers and faculty members along with the executive team of ISQ. The participants representing their companies share the best practices that are implemented in the organizations and result in continuous improvement in operational processes. During the event, the students and faculty members get an opportunity to listen to the challenges faced by the industry and the process of how they implemented solutions.

They learn about the strategic methodologies adopted to overcome these hurdles and achieve continuous improvement. This hands-on experience is invaluable, bridging the gap between academic knowledge and practical application. Faculty members also benefit from these interactions, gaining insights that can enrich their teaching and research activities. Through this holistic approach, the convention significantly contributes to the professional and personal growth of its participants, making it a flagship event of the IICMR campus. Additionally, the convention fosters a culture of mentorship. Senior industry leaders and alumni are invited to mentor students, guiding career paths, industry expectations, and personal development.

5. Evidence of Success

This event gave practical exposure to understanding the contemporary practices and industry norms of different organizations. The appreciation and the experience of the volunteers add value to the profile and support to start the successful career journey. The mindset of the students and Faculty members was developed by connecting and collaborating with industry experts. After attending the event participants' organizations came forward and invited the students for industry visits and 2 organizations gave consultancy.

In summary, the TOPS convention at MBA IICMR has not only provided practical exposure and skill development for students but has also fostered stronger industry connections, consultancy opportunities, and enhanced academic and research initiatives.

6. Problems Encountered and Resources Required

- 1.Needed to reschedule MBA Timetable: Coordination among faculty to develop an alternative timetable
- 2.Selecting the volunteers was a challenge due to competition: Clear criteria, fair selection, and training for volunteers.
- 3.Managing logistics for a large-scale event: Logistics team, reliable vendors, budget for emergencies, and backup plans.
- 4.Ensuring adequate technical support: Skilled IT personnel, high-quality audio-visual equipment, reliable internet infrastructure, and backup systems to handle any technical issues promptly.

Best Practice 2

1. Title

Innovative Pedagogies: Integrating Experiential Learning with Blended Teaching Strategies

2. Objectives of the practice

- To provide a gist of the courses in advance to the students, develop interest in the courses.
- To create engaging and effective learning experiences by integrating diverse learning modalities
- To develop creativity, critical thinking and problem-solving skills, communication, collaboration and teamwork skills among students through project-based activities
- To develop Entrepreneurial Mindsets and Skills by equipping students with practical skills in business planning, financial literacy, and market analysis.
- To organize activities like fun fairs and workshops to simulate real-world business environments.
- To Integrate go-green initiatives to instil values of sustainability and social responsibility in business activities.

3. Context

In today's dynamic educational environment, it is essential to combine experiential learning with both traditional and online approaches. Starting with a three-day Compact Capsule program, students receive an overview of semester courses to ignite interest. Hands-on projects, internships and workshops foster critical thinking and digital skills. Holistic development approach prepares students for lifelong learning, equipping them to navigate modern complexities while nurturing continuous growth and social responsibility.

4. Practice

The MCA department innovatively merges experiential learning with blended teaching strategies for a dynamic educational experience. Beginning with a three-day Compact Capsule program, students gain an introductory overview of semester courses, sparking interest and establishing foundational knowledge. Faculty employ multimedia presentations, interactive discussions, and hands-on activities to enhance learning effectiveness. Online resources like instructional videos support flexible learning and review. Throughout the semester, blended learning integrates diverse multimedia resources and interactive assessments to cater to varied learning styles. Experiential learning through projects and internships fosters critical thinking and digital literacy. Emphasis on entrepreneurship, sustainability, and social responsibility prepares students holistically for lifelong learning and professional success, nurturing continuous growth.

5. Evidence of Success

The shift to online learning during the pandemic revealed challenges in conceptual understanding and practical skills development, which are addressed by innovative pedagogies. By blending experiential learning with modern teaching methods, students improved comprehension and application of complex concepts in real-world scenarios. Quantitative feedback confirms enhanced learning outcomes, with students reporting better grasp and application of material compared to previous online-only experiences. Project-based learning and entrepreneurial activities bolstered confidence and teamwork, fostering skills like problem-solving and strategic planning crucial in professional settings. Our focus on sustainability and social responsibility earned accolades, including the 2022 Outstanding ICT Initiative of the Year award, recognizing our impactful educational practices.

6. Problems Encountered and Resources Required

Problems Encountered:

- Faculty members need to get updated with teaching methods, including online platforms and experiential learning approaches.
- Sustaining Engagement and motivation among students
- Designing Effective Assessments to align with the intended learning outcomes
- The intricate planning and scheduling needed to integrate project-based learning, entrepreneurial activities, and regular coursework

Necessary Resources:

- Robust Digital Infrastructure to support multimedia learning resources
- Comprehensive Technical Support
- Continuous professional development through workshops and training to adapt to innovative pedagogies
- Resources are required to help students navigate diverse learning modalities, access digital materials, and resolve any technical difficulties.
- Access to expert guidance and resources for designing and implementing blended and experiential learning activities and assessments

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Institutional Distinctiveness in Holistic Education and Skill Development

The Institute is unwavering in its vision to impart holistic, quality education and research. Anchored in this vision, the institution excels in academic enrichment, skill development, employability and

entrepreneurship. With a steadfast commitment to nurturing well-rounded individuals in Management and Technology, the HEI diligently imparts knowledge and nurtures **moral, social, and ethical values** to support students in starting a successful career progression journey. This people-centric approach emphasizes diversity, openness, and effective change management as core strategies for capacity building.

Student Development: The Induction Program initiates students into embracing diversity, openness, and integrity, crucial for adapting to change and fostering belonging. It promotes appreciating and utilizing perspectives of their peers, creating an inclusive environment. The curriculum and extra-curricular enhance adaptability and ethical conduct, preparing students for academic and professional challenges with confidence.

Personalized Mentoring and Career Guidance: Personalized mentoring provides tailored guidance in academic planning, career exploration and personal growth, empowering students to reach their potential. The One-to-One Mentoring program is noteworthy, guiding students through the Employability Enhancement Programme. This includes comprehensive training in aptitude, technical skills, and soft skills, ensuring students are well-prepared to meet the industry demands.

Developing Excellence through E2E Model ::

The HEI has established its **E2E Student Learning& Development Model** for ensuring a holistic development of the students with four major dimensions namely **Explore, Express, Evolve and Excel**.

Explore :- Students are guided to **Explore** full potential through self-analysis and mentoring. Personalized guidance is provided through a structured mentoring program, where experienced faculty and industry professionals offer career advice, academic support, and personal development guidance.

Express:- The students are given Platform to **Express** in curricular ,co-curricular and extra-curricular initiatives. This gives an opportunity to have experiential learning through SDP, CEP ,EEP, field projects and interactive Seminars/workshops . These activities help students to apply theoretical knowledge to real-world situations, enhancing their problem-solving skills and practical understanding.

Evolve :- The energetic participation of the students in managing and coordinating all the flagship and industry associated events **Evolve** them to learn in a conducive environment that foster an active and participative learning culture and imbibe the necessary managerial skillsets required to face the ever-changing business scenario.

Excel :- The Value added certifications are offered with an objective to provide practical application of in-depth domain knowledge. These certifications coupled with continuous engagement of the students provide a pathway to become more competitive and **Excel** in their career journey

Establishing Robust Industry Connect:-

The strong association with industries provide relevant and current insights to the students. The collaboration with professional associations and organizations, facilitate internships, Placements, Sharing corporate Experience through interactive sessions, Industry visits, live projects, research and consultancy.

Leveraging Industry Collaborations:-

A distinctive feature of the Institute is its proactive collaboration with industry and professional bodies. These partnerships, formalized through Memorandums of Understanding (MoUs), facilitate valuable training and placement opportunities for students. The Institute's active membership in AWS Academy and Swayam NPTEL Local Chapter stands out, offering a diverse range of open courses focusing on practical, in-demand skills. These affiliations ensure that students are updated and certified in the latest technologies and trends, significantly enhancing their employability.

Fostering Innovation and Entrepreneurial Mind-set :-

The EDC and Institute Innovation council (IIC) cultivates innovation and start-up ecosystem through series of Workshops/Sessions/Boot-camps, Ideation initiatives and participation in inter/intra competition. The collaboration with startup incubation centers support n converting the business ideas into viable enterprises.

Empowering with Spiritual and Emotional Quotient:-

The HEI organize series of session and visits for developing EQ and SQ in association with spiritual organizations. These initiatives enable students to face the cut throat competition by managing stressful situations, Empathize peers, Focus with mindfulness and develop positive mindset. The Institute prioritizes mental health by incorporating daily Anapana meditation, fostering resilience, mindfulness, emotional stability and effective stress management among students.

Demonstrating through Strong Alumni base:-

Alumni of the HEI play a significant role in giving inputs for continuous development. Alumni share their valuable contribution through interaction, discussions and active participation in events.

Nurturing Social and environmental Concern:-:

Academic social wing (ASR) of the HEI organizes initiatives to instill a sense of social responsibility through active participation .These initiatives include community service projects, environmental conservation efforts, and social awareness campaigns. Active engagement of the students in ASR initiatives develop empathy, civic responsibility, and leadership skills, preparing them to contribute positively to society.

Nurturing Conscientious Citizens: The Institute prioritizes holistic student development, focusing on both academic knowledge and essential life skills. Emphasizing a harmonious relationship between society and industry, it aims to cultivate the fundamental qualities of its students, preparing them as competent professionals and conscientious members of society.

Faculty Development for improved Learning: Faculty members refine their teaching methodologies through participation in international conferences, workshops, and advanced certifications sponsored by the Institute. Faculty's professional growth enhances student learning with cutting-edge content, innovative teaching and tailored courses. An integrated research ecosystem cultivates an environment that encourages intellectual exploration and enriches the educational experience.

Commitment to Technology-Centric Education: The Institute provides add-on courses in trending technologies, ensuring that students stay at the forefront of industry trends, enriching the overall

academic journey. This focus is reflected in its exemplary performance in research and active participation in conferences, underscoring its dedication to academic excellence and global engagement. The Institute prioritizes academic enrichment through experiential and participative learning, fostering a dynamic learning environment that encourages intellectual inquiry and the cultivation of entrepreneurial skills. In summary, the Institution has made consistent efforts to keep itself abreast of the contemporary context, constantly qualifying its Vision and Mission to respond to the needs and challenges of the times by ensuring an overall development of the students and faculty members. Through its comprehensive and innovative approach to education, the Institute exemplifies a distinctive commitment to developing well-rounded, capable individuals poised to excel in the dynamic fields of Management and Technology.		
File Description		Document
Appropriate web in the Institutional website	View Document	
Any other relevant information	View Document	

5. CONCLUSION

Additional Information :

IICMR is one of the top-rated AICTE-approved institutes in Pune under the parent trust Audyogik Tantra Shikshan Sanstha. Mr M D Jambhekar established the trust in the year 1963.

IICMR is a reputed Computer Application, and Business Management Institute in Pune established in 2002 affiliated with Pune University. It uses state-of-the-art education to provide a practical learning experience. We use the latest application development tools and systems to make the curriculum understandable for students.

IICMR is strategically located in the Nigdi Pradhikaran area, which is in the vicinity of Pimpri-Chinhwad and Bhosari Industrial area, Hinjewadi, IT Hubs at Aundh and Baner and also to Pune City.

IICMR is a value-driven institute and believes in zero tolerance for smoking and ragging. Sexual harassment is strictly prohibited. We have a tie-up with hospitals nearby to take care of medical emergencies. IICMR is a process-driven institute which has its own Process Manual and SOPs.

The Institute has a PGRC centre and so far guided 16 numbers of PhD students. We have 10 number faculties with doctorates. Three of our faculty members are already pursuing their PhDs.

IICMR has an Innovation Incubation Cell and a unique tie-up with the Deshpande Foundation, Huballi for driving innovation-related training and projects. We have received a certificate from the Ministry of Education and MoE's Innovation Cell. We are associated with 11 organisations such as the Project Management Institute (PMI), Indian National Suggestion Scheme Association (INSSAN), Auto Cluster Development & Research Institute, Pimpri Chinchwad Start-up & Incubation Centre, and Indian Institute of Materials Management.

IICMR has bagged awards like the 'College of Substance award from NES', 'Best ICT enabled B-School in Maharashtra' by Times Research, and 'Best Accredited Student Branch 2016 award by CSI', AICTE Platinum Category for Industry Linked Technical Institutes, 2020, CEGR Best Management College in Maharashtra for Industry Interface, I2OR National Academic Excellence, CEGR Exemplary Academic Leader Award and National Eminent Academic Leader Award 2020 to director Dr Abhay Kulkarni, CEGR Shiksha Gaurav Puraskar 2020 and I2OR National Eminent Educator Award 2020 to Dr Manisha Kulkarni, HOD, MBA.

Concluding Remarks :

Over the past 17 years, IICMR has established itself as a distinguished brand in the realm of management education. This reputation is underscored by the numerous awards and accolades we have received, reflecting our commitment to academic excellence. The Trust and IICMR are synonymous with perseverance, a clear vision and mission, and unwavering adherence to values and ethics. Our philosophy centres on the continuous improvement of educational quality, rather than mere expansion, under the guiding principle of 'Continuous improvement to be done continually.' This approach has seen the Trust successfully cover the educational spectrum from kindergarten to PhD over the past six decades.

IICMR is affiliated with Savitribai Phule Pune University (SPPU), with curriculum governed by SPPU. Our unique selling proposition lies in our comprehensive educational approach, which extends learning beyond the

classroom. We emphasize robust industry connections, offer value-added certifications, and provide extensive mentoring. Additionally, we engage in Corporate Social Responsibility (CSR) activities, facilitate summer internships, and conduct practical sessions led by industry experts. Our students benefit from industrial and NGO visits, along with a variety of student development programs that prepare them for real-world challenges.

Highlighting our commitment to global issues, we have organized an international conference on Sustainable Development Goals (SDGs), aiming to raise awareness about sustainability within the academic and societal fraternity. Locally, we champion environmental conservation and protection through various initiatives, including the celebration of cultural festivals, which serve to educate and engage the community.

In conclusion, IICMR's dedication to holistic and practical education, reinforced by our strong industry ties and societal contributions, positions us as a leader in management education. Our focus on continuous improvement ensures that we not only meet but exceed the evolving needs of our students and society.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years) Answer before DVV Verification : Answer After DVV Verification :110 Remark : Input edited as per clarification data uploaded by HEI																				
2.4.1	Percentage of full-time teachers against sanctioned posts during the last five years 2.4.1.1. Number of sanctioned posts year wise during the last five years Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>24</td><td>30</td><td>30</td><td>30</td><td>30</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>29</td><td>33</td><td>32</td><td>33</td><td>34</td></tr></table> Remark : Input edited as per supporting documents	2022-23	2021-22	2020-21	2019-20	2018-19	24	30	30	30	30	2022-23	2021-22	2020-21	2019-20	2018-19	29	33	32	33	34
2022-23	2021-22	2020-21	2019-20	2018-19																	
24	30	30	30	30																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
29	33	32	33	34																	
2.4.2	<i>Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)</i> 2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>11</td><td>11</td><td>8</td><td>7</td><td>11</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>7</td><td>11</td><td>8</td><td>7</td><td>11</td></tr></table> Remark : Input edited as Phd awarded during 2023 can not be considered	2022-23	2021-22	2020-21	2019-20	2018-19	11	11	8	7	11	2022-23	2021-22	2020-21	2019-20	2018-19	7	11	8	7	11
2022-23	2021-22	2020-21	2019-20	2018-19																	
11	11	8	7	11																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
7	11	8	7	11																	
3.1.1	<i>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</i>																				

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4.85	0.36	0.41	0.55	5.32

Answer After DVV Verification :

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

Remark : Input edited as Purchase orders, consultancy projects, fund for organizing workshops etc cannot be considered

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
30	37	26	23	15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	12	10	11	7

Remark : Input edited Excluding observation of days, and irrelevant claims

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

Answer before DVV Verification :

Answer After DVV Verification :14

Remark : Input edited as per supporting documents

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years**5.2.2.1. Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
127	22	0	94	142

Answer After DVV Verification :

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

Remark : Input edited as per supporting documents

5.3.1

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
03	06	03	04	15

Answer After DVV Verification :

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

Remark : Input edited excluding Participation certificates, inter-collegiate prizes, college level / institute level awards etc

6.3.2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	7	9	16	11

Answer After DVV Verification :

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

2	7	8	3	7
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Remark : Input edited considering financial support of minimum Rs. 2000.

2.Extended Profile Deviations

ID	Extended Questions																								
1.1	Number of students year wise during the last five years Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>490</td><td>588</td><td>552</td><td>531</td><td>471</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>490</td><td>588</td><td>552</td><td>531</td><td>471</td></tr></table>					2022-23	2021-22	2020-21	2019-20	2018-19	490	588	552	531	471	2022-23	2021-22	2020-21	2019-20	2018-19	490	588	552	531	471
2022-23	2021-22	2020-21	2019-20	2018-19																					
490	588	552	531	471																					
2022-23	2021-22	2020-21	2019-20	2018-19																					
490	588	552	531	471																					
2.1	Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 52 Answer after DVV Verification : 50																								