



YEARLY STATUS REPORT - 2020-2021

| Part A | |
|--|---|
| Data of the Institution | |
| 1.Name of the Institution | INSTITUTE OF INDUSTRIAL AND COMPUTER MANAGEMENT AND RESEARCH(I.I.C.M.R) |
| • Name of the Head of the institution | Abhay Prabhakar Kulkarni |
| • Designation | Director |
| • Does the institution function from its own campus? | Yes |
| • Phone no./Alternate phone no. | 02027657648 |
| • Mobile no | 9822950405 |
| • Registered e-mail | info@iicmr.org |
| • Alternate e-mail | abhaykulkarni2@gmail.com |
| • Address | HS-2 Sect 27/A, Behind Sant Tukaram Garden, Nigdi Pradhikaran |
| • City/Town | PIMPRI CHINCHWAD,PUNE |
| • State/UT | Maharashtra |
| • Pin Code | 411044 |
| 2.Institutional status | |
| • Affiliated /Constituent | Affiliated |
| • Type of Institution | Co-education |
| • Location | Urban |

| • Financial Status | Self-financing | | | | | | | | | | | | | | | | | | |
|--|---|-------------|-----------------------|-----------------------|-------------------|-------------|----------------|----------|-------------|-------------|-------------------|-------------------|----------------|-----------|-------------|-------------|-------------------|-------------------|--|
| • Name of the Affiliating University | Savitribai Phule Pune University | | | | | | | | | | | | | | | | | | |
| • Name of the IQAC Coordinator | Dr.Manisha Kulkarni | | | | | | | | | | | | | | | | | | |
| • Phone No. | 02027650011 | | | | | | | | | | | | | | | | | | |
| • Alternate phone No. | 02027657648 | | | | | | | | | | | | | | | | | | |
| • Mobile | 9011042367 | | | | | | | | | | | | | | | | | | |
| • IQAC e-mail address | iqac.iicmr@gmail.com | | | | | | | | | | | | | | | | | | |
| • Alternate Email address | kulkarni.iicmr@gmail.com | | | | | | | | | | | | | | | | | | |
| 3.Website address (Web link of the AQAR (Previous Academic Year) | https://iicmr.org/uploads/AQAR19_20.pdf | | | | | | | | | | | | | | | | | | |
| 4.Whether Academic Calendar prepared during the year? | Yes | | | | | | | | | | | | | | | | | | |
| • if yes, whether it is uploaded in the Institutional website Web link: | https://iicmr.org/uploads/aqar/Academic_calendar2021.pdf | | | | | | | | | | | | | | | | | | |
| 5.Accreditation Details | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th>Cycle</th> <th>Grade</th> <th>CGPA</th> <th>Year of Accreditation</th> <th>Validity from</th> <th>Validity to</th> </tr> </thead> <tbody> <tr> <td align="center">Cycle 1</td> <td align="center">B</td> <td align="center">2.52</td> <td align="center">2013</td> <td align="center">08/07/2013</td> <td align="center">07/07/2018</td> </tr> <tr> <td align="center">Cycle 2</td> <td align="center">B+</td> <td align="center">2.93</td> <td align="center">2019</td> <td align="center">14/06/2019</td> <td align="center">13/06/2024</td> </tr> </tbody> </table> | Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to | Cycle 1 | B | 2.52 | 2013 | 08/07/2013 | 07/07/2018 | Cycle 2 | B+ | 2.93 | 2019 | 14/06/2019 | 13/06/2024 | |
| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to | | | | | | | | | | | | | | |
| Cycle 1 | B | 2.52 | 2013 | 08/07/2013 | 07/07/2018 | | | | | | | | | | | | | | |
| Cycle 2 | B+ | 2.93 | 2019 | 14/06/2019 | 13/06/2024 | | | | | | | | | | | | | | |
| 6.Date of Establishment of IQAC | 01/12/2011 | | | | | | | | | | | | | | | | | | |
| 7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc., | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |

| Institutional/Department /Faculty | Scheme | Funding Agency | Year of award with duration | Amount |
|-----------------------------------|---|-----------------------------------|-----------------------------|--------|
| IICMR-MBA/MCA | Earn and Learn | Savitribhai Phule Pune University | 2021-One year | 20037 |
| IICMR-MBA | Vidhyarthi Purak Upakram-Seminar on Enhancing Assertive Communication | Savitribhai Phule Pune University | 2021-One Day | 3000 |
| IICMR-MBA | Vidhyarthi Purak Upakram-Seminar on Creating Awareness on recycling e-Waste | Savitribhai Phule Pune University | 2021- One Day | 3000 |

| | |
|--|---------------------------|
| 8.Whether composition of IQAC as per latest NAAC guidelines | Yes |
| <ul style="list-style-type: none"> • Upload latest notification of formation of IQAC | View File |
| 9.No. of IQAC meetings held during the year | 4 |
| <ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? | No |
| <ul style="list-style-type: none"> • If No, please upload the minutes of the meeting(s) and Action Taken Report | View File |
| 10.Whether IQAC received funding from any of the funding agency to support its activities during the year? | No |
| <ul style="list-style-type: none"> • If yes, mention the amount | |

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

National Level Webinar on Teacher's role in the implementation of NEP in HEI in association with Bharatiya Shikshan Mandal and NITI Aayog, Govt. of India was conducted • National Level Webinar on "Efficient Online Teaching and Content Development in association with Indian Institute of Digital Education (IIDE) was organized and Online teaching tools were introduced through hands on sessions and Ten days online FDP was Conducted on Blended Learning in association with Socrates Foundation • State level FDP was conducted on 24th July, 2021 in association with SP Pune University supported all the faculty members to understand the application of Rubrics and blooms taxonomy • Ten days case study workshop was conducted from 21st July, 2021 to 31st July, 2021 for academic fraternity and corporate experts and this workshop initiated the establishment of Case study research Centre called Drishti is established for fostering a participative learning culture • Two Days International Business Process Excellence was conducted from 19/3/2021 to 20/3/2021 and IT Conclave conducted on 17th & 18th October 2020 provides an opportunity to interact with Management and IT experts to give insights about the business opportunities and challenges and also provide an overview about latest trends and upcoming technologies • Techno Case was conducted successfully in online mode from 2nd March to 6th March 2021. 1195 students from 23 colleges participated from the State of Maharashtra • State level Webinar Series: Webethon 2020 was conducted from 20th June 2020 to 11th July 2020 (8 sessions) as Student Engagement Programme during Pandemic • Series of National and International level Webinar during pandemic was conducted in association with government bodies and Universities. These sessions triggered an active student engagement and collaborative platform during pandemic • Introducing new Value Added Certifications as per the current trends and suggestion received from alumni's and corporate experts, Certifications on Power BI , Excel for Data Science, Behavioural and Personality Development Skills, Financial Modeling, Digital Marketing and AWS Cloud Practitioner Certification training conducted twice in the year . • IQAC has conducted training sessions to all newly appointed auditors and committee secretaries • Ten days internal FDP was Conducted on Blended Learning to make the online teaching learning process interactive and to improve Student Engagement in Online Lectures

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

| Plan of Action | Achievements/Outcomes |
|--|---|
| <p>Uploading of AQAR for the academic year 2019-2020</p> | <p>AQAR for the academic year 2019-2020 was uploaded successfully</p> |
| <p>Conduct National Level Webinar: Under Quality Improvement Programme</p> | <p>National Level Webinar: on Teacher's role in implementation of NEP in HEI in association with Bharatiya Shikshan Mandal and NITI Aayog, Govt. of India was conducted</p> |
| <p>National level webinar on "Efficient Online Teaching and Content Development "</p> | <p>Efficient Online Teaching and Content Development in association with Indian Institute of Digital Education (IIDE) was organized on 09/7/2020 to 10/07/2020. Online teaching tools namely G-Suite tools, The online tools such as Certifyem', G-Mass, Canva to create posters, books, attractive content, Use of Loom for video presentation of PPT were introduced through hands on sessions.</p> |
| <p>Contribution to Syllabus through conducting Online Faculty Development Program on Operations & Supply Chain Management Specialization</p> | <p>State level FDP conducted in association with SP Pune University supported all the faculty members to understand the application of Rubrics and blooms taxonomy for having Outcome Base education and explored the concepts related to new revised syllabus 2019 pattern</p> |
| <p>Contribution and Participation in Syllabus Revision workshops/ FDPs organized by SP Pune University</p> | <p>Director contributed as member of Board of Studies and 3 Faculty members from MBA designed the syllabus for a new specialization called Project Management that will be introduced by SP Pune University MCA Faculty were integral part</p> |

| | |
|--|--|
| | <p>of syllabus revision and coordinating the course groups. Around 5 Faculty Members Served and Contributed at University level in the capacities of Course Chairman, Paper setters.</p> |
| <p>IT Conclave(online) and Business Process Excellence(BPE-Online)</p> | <p>IT Conclave conducted on 17th & 18th October 2020 and Business Process Excellence(BPE-Both Online and Offline)was conducted on 19th and 20th March,2021 These events provides platform to interact with IT and Management personnel from diverse backgrounds. This interaction gave insights about the business opportunities and challenges and also provide an overview about latest trends and upcoming technologies</p> |
| <p>Techno Case</p> | <p>Techno Case was conducted successfully in online mode from 2nd March to 6th March 2021. 1195 students from 23 colleges participated from the State of Maharashtra</p> |
| <p>Establishment of Case Study Research Center</p> | <p>Case study research Centre called Drishti is established for fostering a participative learning culture</p> |
| <p>Initiatives under Drishti Case Study Research Center</p> | <p>Ten days Case Study workshop was conducted for academic fraternity and corporates National level Case Study Competition was conducted in association with (Indian National Suggestion Scheme Association) INSSAN Case study book was published with ISBN number 978-81-950126-5-7</p> |
| <p>Workshop/Seminars on Blended learning</p> | <p>Ten days internal FDP was Conducted on Blended Learning to make the online teaching</p> |

| | |
|--|--|
| | learning process interactive and to improve Student Engagement in Online Lectures. |
| Conduct Student Engagement Programme during Pandemic | State level Webinar Series: Webethon 2020 from 20th June 2020 to 11th July 2020 (8 sessions). Quizomania-Weekly Quiz conducted for MCA students |
| Series of National and International level Webinar during pandemic | Around 11 National and state level Webinar was conducted in association with government bodies and Universities These sessions triggered an active student engagement and collaborative platform during pandemic |
| Introducing new Value Added Certifications as per the current trends | As per the need and suggestion received from alumni's and corporate experts, following certifications was introduced for the academic year 2020-2021 <ul style="list-style-type: none"> • Power BI • Excel for Data Science • Behavioural and Personality Development Skills • Financial Modeling • Digital Marketing |
| Conduct Add-on courses for International certification | AWS Cloud Practitioner Certification training conducted twice in the year. 3 students achieved the AWS Cloud Practitioner Global Certification. 1 faculty member has received certificate of completion from AWS Academy Cloud Foundations |
| Start Add on programme for Foreign Languages | Started the pilot course with offering Japanese language |
| Signing of International MOU | International MOU was signed with London School of Digital Business(LSDB) and Five levels of Certification on Digital Marketing was introduced |

| | |
|---|--|
| Strengthen NPTEL student chapter activities | Faculty members and students are attending online NPTEL orientation programmes and enrolled for NPTEL courses in SWAYAM portal and attending the courses offered |
| Introducing a programme called Performer of the Month | Performer of the Month was initiated to the students during pandemic by giving award to outstanding Performer on the basis of certain identified attributes |
| Industry Expert Session at the end of every unit of the course- INZ-WIZ | These sessions supported the students to connect concept taught in the class to its business application |
| For smooth Teaching-learning process and administrative functioning | Implemented a Cloud-based ERP in January 2021 |
| FDP on Outcome Based Education | Conducted department level FDP on Outcome Based Education |
| Consultancy for Website development | Developed website for Secumatic Technologies LLP |
| Auditors Training | IQAC has conducted training sessions to all newly appointed auditors and committee secretaries |

| | |
|---|------------|
| 13. Whether the AQAR was placed before statutory body? | Yes |
|---|------------|

- Name of the statutory body

| Name | Date of meeting(s) |
|-------------------|--------------------|
| Governing Council | 24/12/2020 |

| |
|--|
| 14. Whether institutional data submitted to AISHE |
|--|

| | |
|------|--------------------|
| Year | Date of Submission |
| 2021 | 29/01/2022 |

Extended Profile

| | |
|---|---------------------------|
| 1.Programme | |
| 1.1 Number of courses offered by the institution across all programs during the year | 281 |
| File Description | Documents |
| Data Template | View File |
| 2.Student | |
| 2.1 Number of students during the year | 565 |
| File Description | Documents |
| Institutional Data in Prescribed Format | View File |
| 2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year | 133 |
| File Description | Documents |
| Data Template | View File |
| 2.3 Number of outgoing/ final year students during the year | 209 |
| File Description | Documents |
| Data Template | View File |
| 3.Academic | |
| 3.1 Number of full time teachers during the year | 31 |

| File Description | Documents |
|---|---------------------------|
| Data Template | View File |
| 3.2 | 31 |
| Number of sanctioned posts during the year | |
| File Description | Documents |
| Data Template | View File |
| 4.Institution | |
| 4.1 | 10 |
| Total number of Classrooms and Seminar halls | |
| 4.2 | 133.45 |
| Total expenditure excluding salary during the year (INR in lakhs) | |
| 4.3 | 215 |
| Total number of computers on campus for academic purposes | |

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

The HEI implements effective curriculum delivery through proper planning. The COVID-19 enforced physical shut down of the Institute. Consequently, curriculum delivery underwent a paradigm shift, teaching through digital platform. The HEI being a Microsoft Campus Agreement Partner the transition from Physical classroom to Virtual classroom happened smoothly by orienting faculty members and students about MS Teams. The faculty members were trained on blended tools to ensure interactive and engaging curriculum delivery online. The major change in the MCA curriculum is that it is reduced from 3 years to 2 years. Institute focuses on student-centric teaching approach through comprehensive teaching-learning, planning and execution policies. The academic calendar, semester calendar and activity calendar are planned in accordance with the university calendar. The HoDs allocate the courses in consensus with faculty

members as per expertise, interest and work load and the same is communicated. As per the allocation faculty members prepare the lesson plan with the course objectives and outcome. Attainment level of the courses is identified through Course Outcome (CO), Concurrent Internal Evaluation (CIE), Program Specific outcome (PSO), Program Outcome (PO), and End Semester Evaluation (ESE). The Induction program familiarises students with the curricular, co-curricular and extra-curricular activities at the Institute. To cater to the needs of students belonging to diverse backgrounds and having different learning capabilities, orientation about the course and clarification of basic concepts are given through Bridge courses and Capsule programs. Institute invested in Academic Management, Accreditation & Office Automation Cloud Software-Vmedulife to ensure availability of study material and online evaluation and assessments of students.

| File Description | Documents |
|-------------------------------------|---|
| Upload relevant supporting document | View File |
| Link for Additional information | https://iicmr.org/uploads/aqar/Academic_calendar2021.pdf |

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

The HEI follows University academic calendar and prepares departmental academic calendar that includes university examination and internal examination schedule. IQAC ensures effective implementation of the revised evaluation pattern as per university by planning assessment activities through academic calendar and planner. The concurrent internal evaluations (CIE) are planned in advance before the beginning of academic term and conducted at regular intervals to map the student progress. CIE is based on the Blooms Taxonomy cognitive abilities. The Rubrics for each course emphasizing the Evaluation parameters are prepared by subject matter experts. Subject matter experts (SME) prepare the teaching and assessment plan by following the comprehensive calendar and the examination policy prepared by the department. Evaluation parameters and the assessment schedule are communicated to all the students during semester orientation. At the culmination of each semester, the teacher consolidates the assessment data and calculates the course outcome attainment. Based on the attainment level the SME analyses the attainment level and accordingly remedial sessions are planned. To ensure the adherence to OBE syllabus OBE audit is also

undertaken.

| File Description | Documents |
|-------------------------------------|---|
| Upload relevant supporting document | View File |
| Link for Additional information | https://drive.google.com/file/d/1xS1do_Ux1SH_CcnKY7Z4oZlGRqLRChciM/view?usp=sharing |

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

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

1.2 - Academic Flexibility

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

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

2

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

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

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

7

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

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

485

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Details of the students enrolled in Subjects related to certificate/Add-on programs | View File |

1.3 - Curriculum Enrichment

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

The cross cutting issues like gender, environment and sustainability, Human Values and Professional Ethics, are integrated in the curriculum by organising lectures, seminars, student development workshops.

1. Gender: HEI conducts and facilitates sessions on Gender Sensitization where awareness about gender equality among youth is created by citing examples of gender inequality and ways to overcome it.

2. Environment and sustainability: IICMR encourages students to conduct activities under Academic Social Responsibility (ASR) to imbibe responsibility towards environment and society. HEI also conducts Life skill activity, which equips students with the social

and interpersonal skills that contributes in their holistic development.

3. Human values: A course on 'Human rights' is offered to inculcate values and ethics among the students. A course on 'Cyber Security' is offered to make them understand key terms and concepts in Cyber Security, Governance and Compliance. A course on human values and professional ethics named Indian Ethos and Business Ethics, International Business Environment, Corporate Social Responsibility & Sustainability, is offered as university elective to all the students.

4. Professional Ethics: University prescribed curriculum includes the courses which will imbibe the professional business ethics amongst students. Apart from curriculum Institute conducts EEP sessions to make students professionally ready. In order to integrate the cross-cutting issues relevant to gender, environment and sustainability, human values and professional ethics, The Institute organizes different types of co-curricular activities along with the curriculum, as also the MBA syllabus has introduced certain courses to imbibe human values and professional ethics, some enhance professional competencies while others aim to inculcate general competencies like social values, human values, environment sensitivity etc., thereby leading to the holistic development of students. Gender sensitivity is accomplished through seminars organized in association with the SP Pune university. A course of three & two credits on human values and professional ethics named Indian Ethos and Business Ethics, International Business Environment, Corporate Social Responsibility & Sustainability, is offered as university elective to all the students. Students are given opportunity to volunteer as coordinators for symposiums and events organised by or in association with INSSAN, MCCAII. PMI. Such representations ensure practical exposure. "Aarogya Mitra" is an association of Doctors, students and faculty members of IICMR formed by the Institute under Academic Social Responsibility (ASR), it provides first aid support to all faculty members and people in the vicinity or neighbourhood during any medical emergency. In the present academic year ASR organized a series of awareness programs for spreading awareness about Covid 19, Diabetes as also an event was organized for recognizing the efforts of covid warriors. The Institute intermittently organizes seminars on human rights, celebration of Constitution Day, Ekta Diwas and Sadbhavna Diwas.

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

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

8

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| Programme / Curriculum/ Syllabus of the courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | No File Uploaded |
| MoU's with relevant organizations for these courses, if any | View File |
| Institutional Data in Prescribed Format | View File |

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

485

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

1.4 - Feedback System

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

A. All of the above

Teachers Employers Alumni

| File Description | Documents |
|---|---|
| URL for stakeholder feedback report | https://drive.google.com/drive/folders/1XNPWgRj_EDNw-TpU4wvirbM5ze9TBFTu?usp=sharing |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management | View File |
| Any additional information | View File |

1.4.2 - Feedback process of the Institution may be classified as follows **B. Feedback collected, analyzed and action has been taken**

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | View File |
| URL for feedback report | https://drive.google.com/drive/folders/1PCg-HjNXaoxHQ02B7NBmr0bZugEP_l8t?usp=sharing |

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of students admitted during the year

565

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

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

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

177

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

2.2 - Catering to Student Diversity

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

The institute adopts the assessment of the learning levels of the students and organizes special Programmes for advanced learners and slow learners. Before starting the actual teaching-learning, the faculty members provide the bridge courses for every course to bridge the gap to understand the crux of the course. At the end of the every unit of the course, the institute conducts the assessment. Based on the assessment evaluation, the institute identifies advanced learners and slow learners. Special coaching in the form of remedial classes are provided to the slow learners. After providing remedial classes to the slow learners, re-test subject matter expert conducts reassessment to confirm the progress of the students. Advanced learners are encouraged to enroll for MOOCs, Add-on Courses and online courses for acquiring credits.

The advanced learners are quick to respond and understand the concepts taught in the classroom, however, to ensure a balance between the slow learners and advanced learners, during activity-based sessions, a mixed group of advanced learners and slow learners is formed to encourage peer learning through participative learning.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://drive.google.com/file/d/1tXTdk2048vZmIsSuM8XSWdTq1E9RiI_w/view?usp=sharing |
| Upload any additional information | View File |

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

| Number of Students | Number of Teachers |
|--------------------|--------------------|
| 565 | 31 |

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

2.3 - Teaching- Learning Process

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

To enhance the learning experience of the students, different teaching methodologies are used. To ensure proper course delivery in the online classroom, lectures were combined with activity-based learning by making use of online blended learning tools. During the pandemic in adherence to the Government norms sessions were conducted online on MS-Teams. Student engagement is a challenging task through online learning, hence ICT tools like Whiteboard/Jamboard was used to simulate the classroom environment, active interactions were promoted using the together mode theme and group discussions were conducted using breakout rooms on MS Teams. Learning through gamification in the form of polls/ quiz was conducted using Kahoot, Direct Poll, Mentimeter to foster participative learning of the learners.

Experiential learning is fostered through Business Process Excellence, Projects/Virtual Projects. Case Study and Caselets are used for analysing business situations, user stories to design and develop applications which offered hands-on industry experience.

Laboratory assignments develop creativity & problem-solving skills among students. Career Enhancement Program' which is provided in addition to syllabus enhances critical, logical and analytical thinking. Inter college Techno Case competition provides platform to propose innovative ideas & implementable technical solutions for challenges faced by the Industry and the society at large.

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | View File |
| Link for additional information | https://drive.google.com/file/d/1bYhD6jf4S51b0fEQSXfegF2CtKNkDC0r/view?usp=sharing |

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

The faculty members use ICT enabled tools for effective teaching-

learning process. During the COVID-19 pandemic, sessions were conducted on MS Teams as the institute is having a Microsoft Campus Agreement.

Following are the ICT tools and facilities available in the Institute:

1. LCD Projectors,
2. Interactive Smart Board are used for effective delivery of sessions
3. Sophos - Firewall for Cyber Security and network policy setting,
4. Radio frequency identification Device (RFID) in Library,
5. Automated Barcoded Library with OPAC and Integrated Library Management System, AutoLib.
6. The ERP, vmedulife is used for supporting teaching learning and evaluation processes

In addition to the above, videos are prepared by faculty members for Conceptual clarity of the courses and were uploaded on LMS/ Youtube. To make session interactive and participative online blended learning tools like Menitmeter, Padlet, Coggleit, Jamboard, Xmind were used.

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

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

2.3.3.1 - Number of mentors

27

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

2.4 - Teacher Profile and Quality

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

31

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

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

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

7

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

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

2.4.3.1 - Total experience of full-time teachers

248.2

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

2.5 - Evaluation Process and Reforms

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

Institute prepares Examination Calendar aligned with academic calendar which provides information about internal assessment of semester wise schedule. This examination calendar is communicated to students through a session in the orientation program ,Institute Website and Notice boards. Internal assessment comprises different modes and parameters provided by the affiliated University. Dates, seating arrangement for the internal Examinations are notified by the Exam Committee well in advance through notice boards and website. Internal assessment of students is carried out continuously throughout the semester through class tests based on each Course Outcome, home assignments, midterm, Weekly Presentations/Group Activity/Case-Study/viva and prelim examination. The questions for the test/assignments are are coined based on the decided level of Bloom's Taxonomy and mapped to Course Outcomes to calculate CO attainment. Results of assessments are displayed on notice board or student can view his performance through the ERP system. Student results are monitored and the remedial measures are initiated to improve performance of slow learners. For low performing student retest is scheduled and conducted. Seminars, Summer internship projects and Major/Mini Project are evaluated through rubric designed by the course teacher. Every course teacher discusses the Question Paper solution for clarifying the doubts raised by the students, if any.

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | https://drive.google.com/file/d/1-mRif3L6cevw0Grsggdpe1B1UgXDkdJa/view?usp=sharing |

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

The students are well informed about the process of exam grievance redressal in induction and also displayed on the Institute website.

The process to address the grievances related to examination if any.

- Students can approach class / course coordinator / head of the department for internal/external examination related grievance.
- Further class / course coordinator/ head of the department forward the issue to the exam committee.
- Examination committee understands the issue and if it is of institute level, it is resolved within stipulated time.
- If the issues are at university level like

1. exam form filling,
2. hall ticket correction,
3. correction in name/courses,
4. not able to sign in,
5. exam terminated due to power failure or internet connection
6. username or password not received
7. Discrepancy in the marks
8. Camera problem

Then examination committee then forward the grievance to the affiliated university after discussion with the Director and necessary follow up is taken to resolve it as early as possible.

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | https://iicmr.org/student/exam |

2.6 - Student Performance and Learning Outcomes

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

Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) provided by the affiliated University are displayed for faculty members and for students reference at various location like Institute web site, Institute admission brochure, Department Notice Boards, Institute Library. Apart from these, POs and PSOs are communicated during the induction program. Course Outcome (CO) for

each course is briefed by course teacher in orientation program conducted at the beginning of each semester. Unit wise outcomes are also discussed in detail subsequently as the course progresses.

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for Additional information | https://iicmr.org/uploads/agar/PO_CO_MCAMBA2_0_21.pdf |
| Upload COs for all Programmes (exemplars from Glossary) | View File |

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

The Program Outcomes (POs), Programme Educational Outcomes (PEOs) and Course Outcomes (COs) for all the Programmes are mentioned in the prescribed syllabus of the affiliated University. The HEI elaborates the process of OBE to the students during the induction/ semester orientation for their understanding.

The faculty members do CO-PO mapping with justification for every chapter/ unit for all the courses and these details are included in the Session/ Lesson Plan and communicated to the students through the ERP. The mean value of mapping indicates how COs are related with POs and PSOs. The Course Outcomes reflect different cognitive levels of each course. The faculty members select the CCE assessment parameters as per the Blooms Taxonomy Level. The assessment methods with Rubrics are detailed to the students by the faculty members.

The attainment level is calculated on the basis of Direct and Indirect assessment methods. The Direct assessment methods are identified through Comprehensive Concurrent Evaluation and End Semester Evaluation. Indirect assessment of all the courses are conducted through Course Exit Surveys at semester end.

After calculating weights and fraction of students attained at each level of assessment for a particular course, semester-wise PO attainment are calculated. At the end of each program, the PO/PSO assessment is done from the CO attainment of all curriculum components. Alumni and Recruiter Survey are employed to calculate the PEO's. In this way attainment of Programme outcomes and Course Outcomes are evaluated by the Institution.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for Additional information | https://drive.google.com/file/d/1e1LrGhwdF_pqWCaGKdH9He6MqKORFix5/view?usp=sharing |

2.6.3 - Pass percentage of Students during the year

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

202

| File Description | Documents |
|--|---|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View File |
| Upload any additional information | View File |
| Paste link for the annual report | https://iicmr.org/uploads/aqar/Annual%20Report20_21.pdf |

2.7 - Student Satisfaction Survey

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

https://iicmr.org/uploads/aqar/SSS_20_21.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

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

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

0.41

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| e-copies of the grant award letters for sponsored research projects /endowments | View File |
| List of endowments / projects with details of grants(Data Template) | View File |

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

3.1.2.1 - Number of teachers recognized as research guides

5

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

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

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

1

| File Description | Documents |
|---|---|
| List of research projects and funding details (Data Template) | View File |
| Any additional information | View File |
| Supporting document from Funding Agency | View File |
| Paste link to funding agency website | https://drive.google.com/file/d/1XqDMnDJE4NdRXWZR1dhXAO8PaDP_nML9/view?usp=sharing |

3.2 - Innovation Ecosystem

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

The HEI organizes, initiate, actively participates in every workshop/ seminar and competition organized by government bodies for establishing a strong ecosystem of innovation.

Institute Innovation Council

HEI's, Innovation Council, under MHRD conducts activities for student training. Faculties are trained to become innovation ambassadors to promote student development. Twofaculty completed level-1 training. Institute received 2-star rating from IIC.

Centre for Innovation, Incubation and Enterprise

(I2E) Innovation to enterprise competition is executed, initiated by 'SPPU, Pune'. Students present innovative ideas for business start-ups and compete from college level to preincubation mentoring program.

State level Case study poster competition to inculcate problem solving ability. Funded projects are completed by students under Earn While Learn scheme of Ziroh Labs. PGRC conducted sessions on effective research paper writing and Urkund.

Research Journal I4

I4 Journal gives a platform for budding researchers and innovators to publish innovative ideas in Multidisciplinary areas.

IPR and Entrepreneurship

IPR Session series and entrepreneurship development under ED Cell 'Prerana' at the national and state level are conducted to become job creators. Sessions of business plan and practical orientation of filing of Copyright, trademark, patent and digital signature, with the provisions of IPR Acts create a foundation for developing an innovative mindset.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://drive.google.com/file/d/13wfiYbIlDmgO6kMMp4IeJoU5dSsKHwKE/view?usp=sharing |

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

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

32

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | No File Uploaded |
| List of workshops/seminars during last 5 years (Data Template) | View File |

3.3 - Research Publications and Awards

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

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

7

| File Description | Documents |
|--|---|
| URL to the research page on HEI website | https://iicmr.org/research-and-publication/research-pgrc |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template) | View File |
| Any additional information | View File |

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

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

11

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

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

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

8

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

3.4 - Extension Activities

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

HEI organizes extension activities in the neighbourhood community that sensitizes students towards community issues, that inculcate social values and commitment to society:

Latest update on Corona Virus by Medial Experts:

HEI organized panel discussion with clinicians, epidemiologist and theoretician in association with Arogya Mitra Foundation and United Bhavsar Organization. Fund donation for needy during Covid 19 is collected and transferred.

Physiological and Psychological Wellness:

A session to diagnose, prevent and treat diabetic issues and extend help in case of emergency diabetic situations. Yoga sessions with experts to help extend the psychological and physical wellness for stakeholders.

Environment sensitivity and value-based extension:

Tree plantation and conservation in and around vicinity on the occasion of the World Environment Day. Green initiatives to promote sustainable practices, solar panel energy utilization, and water conservation. "ARKO" organizes eco-friendly Ganesh idol making. ASR team organized 'Majhi Vasundhara My Earth Pledge' guided by SPPU for environment conservation.

Social Sensitization:

To inculcate honesty in dealing with public departments, institute, under Government of India conducted program on 'Zero Tolerance against Corruption'.

Konkan flood fund donation activity is carried out. Earn and Learn Scheme of the University is implemented, to understand the value of labor and money.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://drive.google.com/file/d/1lvZVyuxt看wx_UBUlKgTkTfLy66_Od8VR8/view?usp=sharing |
| Upload any additional information | View File |

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

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

5

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| Number of awards for extension activities in last 5 year (Data Template) | View File |
| e-copy of the award letters | View File |

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

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

22

| File Description | Documents |
|--|---------------------------|
| Reports of the event organized | View File |
| Any additional information | No File Uploaded |
| Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template) | View File |

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

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

226

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | No File Uploaded |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | View File |

3.5 - Collaboration

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

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

173

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

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

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

17

| File Description | Documents |
|--|---------------------------|
| e-Copies of the MoUs with institution./ industry/corporate houses | View File |
| Any additional information | No File Uploaded |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | View File |

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The Institute building is constructed on 0.8 acres, earmarked for it. Institute runs two courses, MCA & MBA

(intake capacity 120each) As per the AICTE norms, the infrastructure is taken into consideration. Course-the wise floor is dedicated to both the courses for smooth conduction.The classrooms are spacious well equipped with ICT Facilities. (Mounted LCD, multimedia machine with ups backup, wired hi-speed internet connection, Speaker, and mike). A Digital smart board in three classrooms is installed.

GD room and board rooms, Seminar Halls facilitate interactive and participative learning sessions, workshops, and small group

activities. Auditorium with a seating capacity of 200 is used for conducting the curricular, co-curricular, and extracurricular activities.

Well-equipped Examination control Room, computer and language laboratories, Library caters to the need of students. The institute has 215 networked computers with required licensed software and a firewall. The campus is Wi-Fi and wired internet connection enabled and available for 24 X 7. 82.5 KVA -3-phase generator is available for power backup.

The Customized cloud-based ERP system is available. The library is computerized using AutoLib Software. Open-source software is installed for visually students, though we don't have any candidature.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

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

The Institute believes in the all-around development of students. The institute facilitates Auditorium and Open ground for conducting cultural events. Students are encouraged to participate in sports and cultural activities. Institute organizes events like Technical fests, Fresher's Day, Annual Sports Day, Annual Day, Farewell, Dandiya, Ganesh Festival, Traditional days ., to exhibit cultural talents.

Institute has a Sports room for indoor games like table tennis, chess, and carrom. For outdoor sports volleyball court, football ground and basketball court are available.

The institute has the facility to practice Yoga and meditation.

The outdoor games such as basketball, volleyball, throw the ball, cricket, football, handball, kho-kho, kabaddi etc., are well-practiced and played by the students.

Area specifications and year of establishment are as follows.

1. Sports Room: Indoor games like carom, chess, table tennis for recreation - Area: 104.93 SQ.M. established in 2002

2. Volley Ball court, Basketball court, Ground - 4000 SQ.M. established in 2002

3. Seminar Halls for Cultural activities $160+132+137.2=429.2$ established in 2007

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://iicmr.org/campus/student-facility |

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

10

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

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

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

12

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Upload audited utilization statements | View File |
| Upload Details of budget allocation, excluding salary during the year (Data Template) | View File |

4.2 - Library as a Learning Resource

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

About Library

- With the objective to provide physical and intellectual support to the institute's teaching-learning and research activities, IICMR Library is established in 2002. Central library is looked upon as 'Knowledge Center.
- Library Advisory Committee ensures the smooth functioning of the knowledge center, which is headed by the Director as a chairperson and Librarian as secretary, representative of teaching staff, and student representative work as a member.
- The library is playing a vital role in providing specialized information and resources to meet the information needs of users. Knowledge Center has a membership of Professional Bodies like,

1. National Digital Library
2. MCCIA (Maratha Chamber of commerce)
3. Computer Society of India.
4. ASM (Association for Computing Machinery)

- To encourage students to read and express their thoughts, every year Knowledge center, arrange competitions and felicitate the winners (student and faculty) by Best Reader Award, Best Book Review, and Best Article Review.

Resources of Knowledge Center

Titles

16551

Volumes

5599

e-books (vol)

10755

Journals Print

24

National

12

International

12

e-Journals

DELNET , Ebsco's Computers and Applied Science Complete

Library Management System (ILMS)

To keep pace with technology, the library is fully automated with AutoLib software in the year 2012. The software is upgraded in 2015 and 2021. AutoLib-NG software is an integrated multi-user Library Management System that supports all in-house operations of the Library. The AutoLib consists of modules on acquisition, cataloging, circulation, serials, article indexing, and OPAC. Features include Book History, Member History. (Users Accounts Details) . WEB- OPAC and E-Content Module is newly added.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for Additional Information | Nil |

4.2.2 - The institution has subscription for the B. Any 3 of the above

following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources

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

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

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

4.77

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| Audited statements of accounts | View File |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

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

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

59

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Details of library usage by teachers and students | View File |

4.3 - IT Infrastructure

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

The institute has well-equipped computer laboratories for students

for hands-on training. The adequate facility of computers, enable the students to understand the applicability of management and computer-related subjects. Every lab has a Lab Coordinator for its smooth functioning. In order to enhance English language proficiency, a well-equipped language laboratory is available. The institute has 215 networked computers with required licensed software and a firewall for security and usage policies. The whole campus is Wi-Fi enabled with an internet connection from two service providers for 24 X 7 smooth functioning.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

4.3.2 - Number of Computers

215

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | No File Uploaded |
| List of Computers | View File |

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

| File Description | Documents |
|--|---------------------------|
| Upload any additional Information | No File Uploaded |
| Details of available bandwidth of internet connection in the Institution | View File |

4.4 - Maintenance of Campus Infrastructure

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

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

29

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Audited statements of accounts | View File |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View File |

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

The institute has created adequate infrastructure in terms which include, computer labs, auditorium, library, and class rooms with the audio visual facility. The whole campus is Wi-Fi and under the surveillance of CCTV. The Institute has constituted policies that are formulated with an objective to develop a quality system to improve various processes of the Institute and to promote measures for functioning towards quality enhancement.

Infrastructure Policy includes fixed assets like Land, buildings, furniture, and equipment. For the smooth functioning of the committee, processes are defined and followed.

Classrooms and labs are utilized for regular lectures as well as activity-based teaching-learning. Seminar halls and Tutorial rooms are also utilized for Placement preparation. Seminar halls on the first floor are utilized for National & International Conferences, seminars, workshops, and Cultural & Extracurricular activities. Institutes Library (knowledge Center) has a library committee, which ensures the smooth functioning of the library. , library orientation is given to newly registered users to make s familiar with library resources and rules.. To ensure the optimum usage of resources like books (print and e-books), journals (print and e-journals), To motivate students to read by arranging various activities.

Infrastructure management is a continuous process and it is maintained and monitored by Infrastructure Management Committee.

- Infrastructure Details list of a number of benches, tables, chairs, fans, tube lights, ups, LCD. is displayed in each classroom. A special wooden case container is mounted for UPS. The guidelines are displayed for LCD Projector Operating Procedure.

- The annual Maintenance contract is done for various activities and maintenance of UPS, the Printer, Generator, fire extinguishers and firefighting equipment, water coolers, etc.
- Usage registers are maintained to monitor the usage of Computer Labs, Computer centers, Seminar Hall, library etc.
- Complaint Registers are available for computer Labs, Infrastructure also we have an online ticket system for Registering Complaints.
- Various types of Requisition forms viz. Purchase of books, infrastructure maintenance, Auditorium booking Requisitions is made available.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://drive.google.com/file/d/12hFiKkFVMi9EDJLk72l8xz6oVkTaetBF/view?usp=sharing |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

298

| File Description | Documents |
|--|---------------------------|
| Upload self attested letter with the list of students sanctioned scholarship | View File |
| Upload any additional information | No File Uploaded |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | View File |

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

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the

institution / non- government agencies during the year

22

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

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

A. All of the above

| File Description | Documents |
|---|---|
| Link to Institutional website | https://iicmr.org/placement/pre-placement |
| Any additional information | View File |
| Details of capability building and skills enhancement initiatives (Data Template) | View File |

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

173

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

173

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

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

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View File |
| Upload any additional information | No File Uploaded |
| Details of student grievances including sexual harassment and ragging cases | No File Uploaded |

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

105

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

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

5.2.2.1 - Number of outgoing student progression to higher education

0

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for student/alumni | No File Uploaded |
| Any additional information | No File Uploaded |
| Details of student progression to higher education | View File |

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

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

2

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for the same | View File |
| Any additional information | No File Uploaded |
| Number of students qualifying in state/ national/ international level examinations during the year (Data Template) | View File |

5.3 - Student Participation and Activities

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

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

3

| File Description | Documents |
|--|---------------------------|
| e-copies of award letters and certificates | View File |
| Any additional information | No File Uploaded |
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template) | View File |

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

The HEI encourages the students to participate in curricular, co-curricular and extra curricular activities. The students are motivated to actively participate in organizing and managing activities and events. Students are nominated to represent in statutory and institutional committees . Opportunities are given to all the students equally.

The Board of Students' Development act as an umbrella body for all the clubs and committees ensuring smooth functioning at each juncture. Board of Students' Development will be responsible to strive towards making the experience of the student on campus comfortable and enriching.It will be the responsibility of the board to ensure that all events, activities and interactions on campus are conducted in a manner acceptable to the culture and norms of the institute.

Various platforms are given to the students to hone and develop their leadership skills, imbibe team thinking acumen and learn the ability to handle responsibilities of higher levels. ARKO Club, Earn & Learn, Academic Social Responsibility, Vidhyartheeni Manch are some of the committees which encourage the students to actively participate and coordinate all the events. Representation of the Students are given in following Academic & Administrative bodies .These representation in Committees ensure a participative learning culture.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

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

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

20

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Upload any additional information | No File Uploaded |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template) | View File |

5.4 - Alumni Engagement

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

The Alumni Association of IICMR with registration number Mh-1402/Pune, F-40800/Pune serve all alumni and students and foster a connect between the institute and its alumni. Alumni, represent the Institute in industry and society at large. The alumni are a very important stakeholder who give suggestions through periodical feedback for quality improvement. The alumni are actively engaged with the institute to facilitate greater collaboration and connection for its well-being and progress. Programs on personality development and career counselling are organized based on the suggestions given by the alumni.

Alumni contributes in guiding, mentoring the students through various forums. They also provide industry visits, internship and final placement for the current students through referral programs.

Series of sessions are conducted by the alumni on industry trends, expectations. These formal and informal interactions with the alumni create a foundation for career progression of the students.

In this way intellectual inputs from the alumni are significant in bringing developments and quality enhancements.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

5.4.2 - Alumni contribution during the year E. <1Lakhs (INR in Lakhs)

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The HEI vision is to be a center for quality education and research and our mission is to develop competent professionals who can effectively contribute to the Industry needs. All the stakeholders work together keeping in-line with the vision of the institute and make efforts continuously towards progressive growth. The institution follows a democratic and participatory mode of governance by involving all the stakeholders in its administration. The Heads of Departments, different committee heads along with the teaching and non-teaching staff members play role in determining the institutional policies and implementing the same.

The HEI has a Perspective Plan in place to help it develop in a systematic and well-thought-out manner. The faculty members are empowered and a culture of participative decision making is fostered through establishment of statutory and institutional committees. The Perspective plans are discussed in the IQAC meeting on the basis of the inputs received from the secretaries of different committees. The implementation of the perspective plan is distributed among the faculty members and non-teaching staff for effective and efficient

administration.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://drive.google.com/drive/folders/12YGT5aJVtMx2GNB7dq2UgMKl7duFZUd9 |
| Upload any additional information | View File |

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

The HEI promotes participative management. Ideas relating to academic goals, and organizational progression are collected from all stakeholders to promote its efficient functioning. The IQAC and the other statutory Committees continuously work on these suggestions for quality improvement. Decentralization is accomplished by shaping different advisory groups for smooth working and believable usage of foundation strategies. The realization of this was channelized into a national webinar on 'AI as an enabler for Teachers in Implementing National Education Policy 2020 in Higher Education in association with BHARTIYA SHIKSHAN MANDAL & NITI AAYOG, Government of India on 13th March 2021.

The webinar was steered by the faculty members of the HEI with an approved action plan. Representatives from the Govt. Bodies, Universities and Senior Academicians from all over the country participated and voiced their opinion on the roles and responsibilities of teachers in the implementation of NEP 2020 and in reconditioning the Indian education system. All the suggestions and concerns raised in the seminar were documented and submitted to the Government for further action. The webinar resulted in understanding the need to bring about significant reforms in higher education, to cater to the changing landscape of knowledge and to create global standards of education.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://drive.google.com/file/d/154O2kCt5CKWHuGz3W73Epic4tKwaoSDn/view?usp=sharing |
| Upload any additional information | View File |

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

IQAC plays a pivotal role for improving quality strategies and processes in the institute. Engaging the students during the pandemic was a challenge identified by the Institute. To overcome this, A National Webinar series was institutionalized as a part of its quality strategy. The HEI adopted a strategy to engage the students by inviting national and international speakers on an online platform through conducting a series of webinars. This webinar series, IGNITE Unleash Your Hidden Potential 2020 included a 360-degree coverage on student development from motivation, latest trends in industry and skills required to be employable to career opportunities in the corporates. Few distinguished topics were Discover your Vision, Ignite your thoughts through Ideation, Business Analytics & Data Visualization and Leadership - Positive U.

Social media was effectively used to advertise and attract attendees for the webinar. The webinar was broadcasted through Zoom, Facebook live and YouTube. Faculty members and students representing different states, different streams of education attended the series of webinar. The attendees were motivated and promised to learn new things and maintain a positive attitude throughout the career.

The webinar served as an engaging platform specially during the pandemic to boost the students' confidence and to ignite their inner potential. The audience learned many concepts and importance of positive attitude in life specially during trying times.

| File Description | Documents |
|--|---|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | https://drive.google.com/file/d/1fq5Caqlf8mdAOA8eq5BWr5vRliRAjghN/view?usp=sharing |
| Upload any additional information | View File |

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

The HEI practices decentralization in execution of all the functions of the Institute. Governing Council (GC) and College Development Committee (CDC) are the highest authority. The Statutory and Non-Statutory working committees are established for the smooth and efficient management of activities. Everyone is delegated the

authority and responsibility to make appropriate decisions for better functioning of the Institute from top level to functional level.

The Director is approved by the Savitribai Phule Pune University. The institute runs two programs lead by HODs. The three bodies: Governing Council, College Development Committee (CDC), Internal Quality Assurance Cell (IQAC) helps in governing the institute. The Governing Council is a statutory committee with a mandate to guide, direct and to act as a body for overall development of the institute. The College Development Committee is a statutory committee with a mandate to develop, implement and monitor the Management Program. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of institution. The decision-making process penetrates from upward levels and even have a scope to discuss at every point. There are statutory and internal committees who play an important role in the control and administration functions.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://drive.google.com/file/d/1iBMwGMS6Fkx9grn1dR2XM1CGbQ8EoCm/view?usp=sharing |
| Link to Organogram of the institution webpage | https://iicmr.org/about/governance |
| Upload any additional information | View File |

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

A. All of the above

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

6.3 - Faculty Empowerment Strategies

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

The welfare measures for teaching and non teaching -

1.Filtered drinking water facility and proper lighting-

Everyone in the institute gets clean and filtered drinking water and each room is illuminated to feel ease at workplace.

2. Leaves-

All employees are given causal leaves, on duty leave, maternity leaves, earn leaves as per the institute norms.

3. Provisions during COVID period-

Clean washrooms, timely clearance of waste, appropriate floor and staircase maintenance, sanitizer standee, fumigation helped to be safe and secured.

4. Statutory measures-

Provident fund and profession tax were monitored for each employee; provision for salary in advance is also present.

5. Uniforms-

The support staff is given uniforms annually.

6. Canteen facility-

All the food items are received at discounted rates in the institute canteen.

7. Out bound activities-

Industry visits and small trips are carried out for the staff members.

8. Birthday Greetings are displayed on faculty members birthdays to acknowledge their service.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://drive.google.com/file/d/1AVEvIW1EchD8-mNaf9p0C2ROWZjhtsy/view?usp=sharing |
| Upload any additional information | View File |

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

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

06

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

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

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

43

| File Description | Documents |
|--|---------------------------|
| Reports of the Human Resource Development Centres (UGCASC or other relevant centres). | No File Uploaded |
| Reports of Academic Staff College or similar centers | View File |
| Upload any additional information | View File |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | View File |

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

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

25

| File Description | Documents |
|---|---------------------------|
| IQAC report summary | View File |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers) | No File Uploaded |
| Upload any additional information | View File |
| Details of teachers attending professional development programmes during the year (Data Template) | View File |

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

The performance appraisal of teaching and non-teaching is done annually in the most unbiased manner. Performance Appraisal also helps to understand: first, about the expectations and next from employees to meet the expectations.

There are four ways of appraisal for teaching staff:

1. **Self-evaluation:** Self-evaluation provides way to a faculty member to understand the areas of improvement & supports in identifying the areas of improving self.
2. **Peer Appraisal:** The feedback helps to understand a faculty member's effectiveness as a team member.
3. **Feedback from students:** Feedback from the students is taken into consideration. Parameters like subject knowledge, teaching skills, support extended are included in the feedback form.
4. **Appraisal by the director/HOD:** The HOD / Director evaluate the faculty member about their capabilities, skills and attitude. It results in taking decisions about the future responsibilities is important for Teaching -Learning process important.

Appraisal for Non-teaching staff-

The Institute has Performance Management System (PMS) for non-teaching staff. This ensures the effective and efficient services given by Admin, Finance, Industry Institute Interaction cell & Library. The results of performance appraisal are assessed to identify areas of strong performance and on this basis of appraisal reports; management provides promotions to the employees and restructures the individual authority-responsibility.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://drive.google.com/file/d/1Q6QlJ7WczYk0LdOnuXof4-BGyup_hMbK/view?usp=sharing |
| Upload any additional information | View File |

6.4 - Financial Management and Resource Mobilization

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

The institute has a method for internal and external audits. The internal audit mechanism is an ongoing continuous process in addition to the external audits to verify and certify the entire Income and Expenditure and the Capital Expenditure of the Institute each year. Qualified Internal Auditors from external resources have been permanently appointed and a team of staff under them do a meticulous check and verification of all vouchers of the transactions that are carried out in each financial year. Similarly,

an external audit is also carried out in an elaborate way yearly. The institutional accounts are audited regularly by both Internal and statutory audits. So far there have been no major findings /objections. Minor errors or omissions and commissions when pointed out by the audit squad are immediately corrected/rectified and precautionary steps are taken to avoid the return of such errors in future. The institute regularly follows Internal and external financial audit systems. Internal Audit is done by Mr Ajay Joshi and External auditing is done by CA, Mr Rinkesh Gupta once a year.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://drive.google.com/file/d/1Wet6U4sZv2opogK5oDZ15d3Ou0vPmImq/view?usp=sharing |
| Upload any additional information | View File |

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

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

0.96

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

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

The financial transactions are analyzed and confirmed by the Governing Council under different heads like -Staff Salary, welfare and training, Administrative expenses, Library expenses, Computer and Equipment, Rent for premises, Student welfare and Industry interaction activities, Infrastructure and Maintenance, Research expenses

The procedure for resource mobilization is as follows:

1. The institute sets goals as per the priorities for resource mobilization by evaluating the department wise requirements.
2. Taking into consideration recurring and non-recurring expenditures, the Department wise (MBA and MCA) budget is prepared.
3. The planned budget of both the departments is discussed in the IQAC meeting
4. The Director approves the proposed budget and submits it to the Governing Council.
5. Governing Council reviews the income and expenditure statement of the previous budget.
6. The resources are allocated to the decided expenditure heads according to the goals set.
7. Revision of the budget is done in the mid of the year to map the set goals with the outcomes achieved along with the income and expenditure statement.
8. Then, the changed or altered heads are revised and again finalized in the meeting.
9. Institute obeys to Utilization of the budget approved by Governing Council.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://drive.google.com/file/d/1H_l14bm6UBpewNl4p2S-4a60SGMigA9v/view?usp=sharing |
| Upload any additional information | View File |

6.5 - Internal Quality Assurance System

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

Practical:

Drushti Case Study Centre of MBA @ IICMR organized a management case study competition in collaboration with INSSAN on the 2nd & 3rd February 2021 which was guided by KG Guruji's workshop. The cases were invited both in online and offline mode from corporate,

academicians and students. The competition addressed 30 plus cases from across the country. The objectives were to assist in developing students' capacity for problem-solving and decision capabilities. The published case study book was inaugurated in INSSAN Convention program and prizes were given in all sectors. Outcomes were; that everyone received an angle on how best to continue in a given situation & developed a problem-solving attitude.

Practice2: To assure effectiveness in Online Teaching- Learning

To improve the faculty members' efficiency in online teaching IQAC conducted a Faculty Development Program on Blended Learning which resulted in Student Engagement and adoption of participative learning in online sessions. Faculty members employed the knowledge gained from the workshop and delivered the online sessions using digital tools. This paved a platform for the students to learn in a collaborative way, at their own pace and at their own ability level. The Blended mode of learning resulted in inculcating interest in students towards the courses and in better conceptual understanding.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://drive.google.com/drive/folders/1POE_1CxJD1luj-jZ87fawFEWTknU5dSE |
| Upload any additional information | View File |

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

The HEI follows the guidelines of Outcome-Based Education prescribed by the affiliated University. Opportunities created for the faculty members to contribute to the syllabus revision process resulted in understanding the Objectives and Outcomes of courses precisely. Course allocation is done well in advance and communicated to the faculty members for preparation. The Faculty members attend FDPs for updating and upgrading their knowledge both at the Institutional level and the University level. This resulted in including relevant examples in course delivery for concept clarity. Deciding the CCE for each course and framing of Rubrics as per Bloom's Taxonomy cognitive skill level helps in understanding the learning level of the students through transparent assessment.

Periodical monitoring of teaching-learning is ensured through

collecting oral and written feedback during the semester. On the basis of the feedback received corrective actions are promptly taken by the IQAC and shared with the faculty members with suggestive improvement measures.

The Lesson Plan ensures smooth content delivery and includes CO-PO mapping with justification for every unit for all the courses and these details are communicated to the students through the ERP. The attainment level is calculated on the basis of Direct assessment(Comprehensive Concurrent Evaluation and End Semester Evaluation) and Indirect assessment(Course Exit Surveys at semester end)methods. Audit of teaching-learning and evaluation process is conducted periodically. This supports understanding the incremental improvement in the teaching-learning process.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://forms.gle/12NWzzizZuQAJ8SQq5 |
| Upload any additional information | View File |

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

B. Any 3 of the above

| File Description | Documents |
|--|---|
| Paste web link of Annual reports of Institution | https://drive.google.com/file/d/1o3U0xd6rjT_e9PfY36eHoJtKohZE-GrR/view?usp=sharing |
| Upload e-copies of the accreditations and certifications | View File |
| Upload any additional information | View File |
| Upload details of Quality assurance initiatives of the institution (Data Template) | View File |

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The HEI takes adequate measures on safety, security and counselling ensuring Gender Equity and sensitization. A Gender Equity and Awareness Action Plan is prepared annually and Gender champions are selected. Gender awareness sessions are conducted as an ASR initiative of the institute. The course, Introduction to Human rights and Duties is conducted for students' awareness. The male students taking the initiative to celebrate Women's Day stemmed from the consciousness developed on Gender Equality.

The institute safeguards the interests of the students and the employees irrespective of gender. The HEI has installed CCTV cameras, providing round the clock security and remote monitoring. The campus is guarded by security guards who work 24x7 and maintains a daily visitors register. The girls' hostel on campus has a lady warden to ensure girl students' safety.

Orientation regarding rules, regulations and all the norms to be followed on the institute premises is conducted during Induction. Safety, security and important Committees' information are displayed on the Institutional website and premises in noticeable places. The institute provides mentoring and counselling sessions for students to ensure a healthy environment. Discipline is maintained by the class coordinators, mentors and class representatives in the institute.

| File Description | Documents |
|---|---|
| Annual gender sensitization action plan | https://iicmr.org/uploads/agar/GendersensitizationActionPlan20_21.pdf |
| Specific facilities provided for women in terms of:a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | https://iicmr.org/uploads/agar/7.1.1Facilities.pdf |

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

C. Any 2 of the above

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

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

Waste management and its safe disposal is an important aspect in order to keep the environment clean and reduce pollution. There is a municipal body to take care of the waste generated by the institute. The institute follows effective waste management through the adoption of four R's-refuse, reduce, reuse and recycle.

Solid and Liquid Waste Management - The municipal corporation of Pimpri Chinchwad takes care of the solid and liquid waste collection. Green and Red dustbins are kept in the institute at the required locations. The Segregated waste is collected from the dustbins kept outside the institute and disposed of by the Pimpri Chinchwad Municipal Corporation (PCMC) Vehicle. All waste affluence from the Institute are disposed through a drainage system complying the laws set by the Pimpri Chinchwad Municipal Corporation.

Paper Scrap - The old newspapers, card papers, cartons are disposed of by giving to a vendor on regular basis. Confidential documents

after a stipulated period are destroyed in a paper shredding machine.

E-Scrap is given to the authorized recycler of e-waste management. The institute had also organized the e-waste collection drive to collect the e-waste from the society and played an important role in the reduction of e-waste from society.

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

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus C. Any 2 of the above

| File Description | Documents |
|---|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Any other relevant information | No File Uploaded |

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: C. Any 2 of the above

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

| File Description | Documents |
|--|---------------------------|
| Geo tagged photos / videos of the facilities | View File |
| Various policy documents / decisions circulated for implementation | No File Uploaded |
| Any other relevant documents | No File Uploaded |

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

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

D. Any 1 of the above

| File Description | Documents |
|---|---------------------------|
| Reports on environment and energy audits submitted by the auditing agency | No File Uploaded |
| Certification by the auditing agency | No File Uploaded |
| Certificates of the awards received | No File Uploaded |
| Any other relevant information | View File |

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

A. Any 4 or all of the above

| File Description | Documents |
|--|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Policy documents and information brochures on the support to be provided | View File |
| Details of the Software procured for providing the assistance | View File |
| Any other relevant information | No File Uploaded |

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

The institute is permanently affiliated to Savitribai Phule Pune University and recognized by The Directorate of Technical Education, Maharashtra State so the seat matrix and the seats are reserved for almost all religions and caste students as per the norms. Institute has admitted students from all corners of India which contributes to the inclusive environment, religious tolerance and harmony, regional, linguistic and communal socio-economic and other diversified environments.

The Institute fosters and adopts an inclusive environment to maintain unity through diversity. Celebration of cultural festivals is an integral part of HEI's extra-curricular activities. These celebrations are conducted under Board of Student Development through ARKO (Student driven Club) and Academic Student Responsibility. The students celebrate and respect all cultures prevailing across the Nation.

Students celebrate Marathi Bhasha Divas, as a part of regional linguistic activity. The institute organizes traditional dress competitions, fashion shows to represent our Indian culture, as part of the annual gathering, 'Rainbow' to showcase the different states, religions and cultures.

Students are given the opportunity to perform cultural programs on occasions like Guru Poornima, through ARKO, the cultural club wherein these performances are enjoyed with the same zeal and zest which contributes to cultural harmony amongst the students and faculty members.

| File Description | Documents |
|--|---------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View File |
| Any other relevant information | No File Uploaded |

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

The institute believes in holistic value-based education to prepare youth and develop the Nation.

National events like International Women's Day, Rashtragaan Abhiyaanand, Constitution Day, World Environment Day are arranged and coordinated with utmost grace and dignity. The importance of these days is conveyed to the students and they are made to understand the value of being an Indian Citizen.

The ASR team has taken the initiative to imbibe the culture of values among the members. To inculcate this culture of respect among ourselves, the Sadbhavana Divas was arranged and the employees took the pledge to be cordial with each other. In order to imbibe the importance of environment protection and conservation, the pledge was taken under 'Majhi Vasundhara My Earth Pledge'. Tree plantation was done as a part of the celebration of World environment day in the institute. To impose a culture of respect for Women, International Women's Day was celebrated with various activities for the advancement of gender.

The course, Introduction to Human rights and Duties is conducted for students' awareness and their understanding is assessed.

In the current era of the internet, awareness of cyber security is important. With this consideration, sessions on -Cyber Security, Intellectual Property Rights and Copyright and Urkund software: an overview for plagiarism checking is conducted for the students and faculty members.

| File Description | Documents |
|--|---|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | https://iicmr.org/uploads/agar/7.1.9Activities.pdf |
| Any other relevant information | Nil |

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

4. Annual awareness programmes on Code of Conduct are organized

| File Description | Documents |
|--|---------------------------|
| Code of ethics policy document | View File |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims | View File |
| Any other relevant information | No File Uploaded |

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

The HEI during the pandemic celebrated national and international days online under the aegis of IQAC with all students. They were encouraged to execute the whole activity with their ideas and strategies through online platforms.

The institute imparts values to all the stakeholders by organizing national festivals and birth and death anniversaries of national leaders. This created an environment that promoted national integration.

Students also participated in the Birth Anniversary celebration of

Dr.B. R Ambedkar which is celebrated as Constitution Day wherein the thought and wisdom for future generations were discussed during the celebration.

The days of international importance like International Yoga Day, International Women's Day and World Environment Day was observed. The days of National importance like Independence Day, Republic Day, Constitution Day were celebrated with utmost dignity. National Unity Day was also celebrated to mark the birth anniversary of Sardar Vallabh Bhai Patel. Teachers Day was also celebrated online being the most important day in the life of a teacher and a student. Students performed dance, music, skit and gave tribute to their teachers through a video message.

| File Description | Documents |
|---|---------------------------|
| Annual report of the celebrations and commemorative events for the last (During the year) | View File |
| Geo tagged photographs of some of the events | View File |
| Any other relevant information | No File Uploaded |

7.2 - Best Practices

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

1.Title:-INZ-WIZ

Objective-

Provide practical application of domain knowledge through Industry experts.

Context:-

Theoretical knowledge is not supporting the students to face interview during final placement. Industry exposure is given by inviting experts for discussing practical aspects.

The Practice:-

INZ-WIZ connect, correlate academics & Industry experts giving conceptual clarity.Course sessions are arranged at the end of every Unit to provide practical insight, exposure.

Evidence of Success:-

The student's insight about latest trends, challenges of the Industry, helped to face the corporate world with confidence.

Problems Encountered & Resources Required

- Availability of Industry Experts
- Time constraint due to short semester

2. Title: Blended Learning Approach

Objectives

Boost learner's efficiency, track students' progress through evaluation on online mode.

The Context

To design blended teaching programs so that knowledge reaches visual, auditory, and kinetic learners effectively.

The Practice

Tools are identified during course planning and incorporated in daily lectures, tutorials, practical sessions.

Evidence of Success

The blend of technologies improved teaching, conceptual understanding, student engagement and prepared the students for 'the new normal'.

Problems Encountered and Resources Required

Poor internet connectivity. Selection of the right tool was time consuming.

Resources required: Time to explore, learn tools and techniques, Internet connectivity and teachers.

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | https://iicmr.org/uploads/agar/BestPractice20_21.pdf |
| Any other relevant information | Nil |

7.3 - Institutional Distinctiveness

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

Focusing on the vision, the institute emphasizes on academic enrichment through Experiential and Participative learning, skill development, employability and entrepreneurship.

The institute practices experiential and participative learning through projects on the thrust areas IoT, Data Analytics and Cloud computing which are interlinked technologies. MCA students completed EWL projects as part of Academic Alliance Program with ZirohLabs, which helped in bridging the gap between academia and Industry and for employment. For skill development and to improve the performance in the thrust areas, the Institute has membership of AWS Academy and NPTEL Swayam. Under the open courses provision by the University, the Institute has taken up Tableau, a visual analytics platform. To build professional integrity and to achieve competitive advantage students were motivated to take up international certifications in AWS, IoT and Digital marketing. The Institute has conducted a case study competition for academics and industry experts through Drishti Case Study Research Center in association with INSSAAN. The Institute conducted FDPs on IPR and Blended Tools of Learning in order to achieve its continuous strive of excellence. Business Analytics Club was founded with the intent of understanding the importance of analytics in the management domain.

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

The HEI implements effective curriculum delivery through proper planning. The COVID-19 enforced physical shut down of the Institute. Consequently, curriculum delivery underwent a paradigm shift, teaching through digital platform. The HEI being a Microsoft Campus Agreement Partner the transition from Physical classroom to Virtual classroom happened smoothly by orienting faculty members and students about MS Teams. The faculty members were trained on blended tools to ensure interactive and engaging curriculum delivery online. The major change in the MCA curriculum is that it is reduced from 3 years to 2 years. Institute focuses on student-centric teaching approach through comprehensive teaching-learning, planning and execution policies. The academic calendar, semester calendar and activity calendar are planned in accordance with the university calendar. The HoDs allocate the courses in consensus with faculty members as per expertise, interest and work load and the same is communicated. As per the allocation faculty members prepare the lesson plan with the course objectives and outcome. Attainment level of the courses is identified through Course Outcome (CO), Concurrent Internal Evaluation (CIE), Program Specific outcome (PSO), Program Outcome (PO), and End Semester Evaluation (ESE). The Induction program familiarises students with the curricular, co-curricular and extra-curricular activities at the Institute. To cater to the needs of students belonging to diverse backgrounds and having different learning capabilities, orientation about the course and clarification of basic concepts are given through Bridge courses and Capsule programs. Institute invested in Academic Management, Accreditation & Office Automation Cloud Software-Vmedulife to ensure availability of study material and online evaluation and assessments of students.

| File Description | Documents |
|-------------------------------------|---|
| Upload relevant supporting document | View File |
| Link for Additional information | https://iicmr.org/uploads/aqar/Academic_calendar2021.pdf |

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

The HEI follows University academic calendar and prepares departmental academic calendar that includes university examination and internal examination schedule. IQAC ensures effective implementation of the revised evaluation pattern as per university by planning assessment activities through academic calendar and planner. The concurrent internal evaluations (CIE) are planned in advance before the beginning of academic term and conducted at regular intervals to map the student progress. CIE is based on the Blooms Taxonomy cognitive abilities. The Rubrics for each course emphasizing the Evaluation parameters are prepared by subject matter experts. Subject matter experts (SME) prepare the teaching and assessment plan by following the comprehensive calendar and the examination policy prepared by the department. Evaluation parameters and the assessment schedule are communicated to all the students during semester orientation. At the culmination of each semester, the teacher consolidates the assessment data and calculates the course outcome attainment. Based on the attainment level the SME analyses the attainment level and accordingly remedial sessions are planned. To ensure the adherence to OBE syllabus OBE audit is also undertaken.

| File Description | Documents |
|-------------------------------------|---|
| Upload relevant supporting document | View File |
| Link for Additional information | https://drive.google.com/file/d/1xS1do_Ux1SHCcnKY7Z4oZlGRqLRChciM/view?usp=sharing |

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

B. Any 3 of the above

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

1.2 - Academic Flexibility

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

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

2

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

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

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

7

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

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

485

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Details of the students enrolled in Subjects related to certificate/Add-on programs | View File |

1.3 - Curriculum Enrichment

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

The cross cutting issues like gender, environment and sustainability, Human Values and Professional Ethics, are integrated in the curriculum by organising lectures, seminars, student development workshops.

1. Gender: HEI conducts and facilitates sessions on Gender Sensitization where awareness about gender equality among youth is created by citing examples of gender inequality and ways to overcome it.

2. Environment and sustainability: IICMR encourages students to conduct activities under Academic Social Responsibility (ASR) to imbibe responsibility towards environment and society. HEI also conducts Life skill activity, which equips students with the social and interpersonal skills that contributes in their holistic development.

3. Human values: A course on 'Human rights' is offered to inculcate values and ethics among the students. A course on 'Cyber Security' is offered to make them understand key terms and concepts in Cyber Security, Governance and Compliance. A course on human values and professional ethics named Indian Ethos and Business Ethics, International Business Environment, Corporate Social Responsibility & Sustainability, is offered as university elective to all the students.

4. Professional Ethics: University prescribed curriculum includes the courses which will imbibe the professional business ethics amongst students. Apart from curriculum Institute conducts EEP sessions to make students professionally ready. In order to integrate the cross-cutting issues relevant to gender, environment and sustainability, human values and professional ethics, The Institute organizes different types of co-curricular activities along with the curriculum, as also the MBA syllabus

has introduced certain courses to imbibe human values and professional ethics, some enhance professional competencies while others aim to inculcate general competencies like social values, human values, environment sensitivity etc., thereby leading to the holistic development of students. Gender sensitivity is accomplished through seminars organized in association with the SP Pune university. A course of three & two credits on human values and professional ethics named Indian Ethos and Business Ethics, International Business Environment, Corporate Social Responsibility & Sustainability, is offered as university elective to all the students. Students are given opportunity to volunteer as coordinators for symposiums and events organised by or in association with INSSAN, MCCAII. PMI. Such representations ensure practical exposure. "Aarogya Mitra" is an association of Doctors, students and faculty members of IICMR formed by the Institute under Academic Social Responsibility (ASR), it provides first aid support to all faculty members and people in the vicinity or neighbourhood during any medical emergency. In the present academic year ASR organized a series of awareness programs for spreading awareness about Covid 19, Diabetes as also an event was organized for recognizing the efforts of covid warriors. The Institute intermittently organizes seminars on human rights, celebration of Constitution Day, Ekta Diwas and Sadbhavna Diwas.

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

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

8

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| Programme / Curriculum/ Syllabus of the courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | No File Uploaded |
| MoU's with relevant organizations for these courses, if any | View File |
| Institutional Data in Prescribed Format | View File |

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

485

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

1.4 - Feedback System

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

A. All of the above

| File Description | Documents |
|---|---|
| URL for stakeholder feedback report | https://drive.google.com/drive/folders/1XNPWgRj_EDNw-TpU4wvirbM5ze9TBFTu?usp=sharing |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management | View File |
| Any additional information | View File |

| | |
|---|--|
| 1.4.2 - Feedback process of the Institution may be classified as follows | B. Feedback collected, analyzed and action has been taken |
|---|--|

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | View File |
| URL for feedback report | https://drive.google.com/drive/folders/1PCg-HjNXaoxHQ02B7NBmr0bZugEP_l8t?usp=sharing |

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of students admitted during the year

565

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

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

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

177

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

2.2 - Catering to Student Diversity

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

The institute adopts the assessment of the learning levels of the students and organizes special Programmes for advanced learners and slow learners. Before starting the actual teaching-learning,

the faculty members provide the bridge courses for every course to bridge the gap to understand the crux of the course. At the end of the every unit of the course, the institute conducts the assessment. Based on the assessment evaluation, the institute identifies advanced learners and slow learners. Special coaching in the form of remedial classes are provided to the slow learners. After providing remedial classes to the slow learners, re-test subject matter expert conducts reassessment to confirm the progress of the students. Advanced learners are encouraged to enroll for MOOCs, Add-on Courses and online courses for acquiring credits.

The advanced learners are quick to respond and understand the concepts taught in the classroom, however, to ensure a balance between the slow learners and advanced learners, during activity-based sessions, a mixed group of advanced learners and slow learners is formed to encourage peer learning through participative learning.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://drive.google.com/file/d/1tXTdk2048vZmIsSuM8XSWdTq1E9RiI_w/view?usp=sharing |
| Upload any additional information | View File |

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

| Number of Students | Number of Teachers |
|--------------------|--------------------|
| 565 | 31 |

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

2.3 - Teaching- Learning Process

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

To enhance the learning experience of the students, different teaching methodologies are used. To ensure proper course delivery in the online classroom, lectures were combined with activity-based learning by making use of online blended learning tools. During the pandemic in adherence to the Government norms sessions

were conducted online on MS-Teams. Student engagement is a challenging task through online learning, hence ICT tools like Whiteboard/Jamboard was used to simulate the classroom environment, active interactions were promoted using the together mode theme and group discussions were conducted using breakout rooms on MS Teams. Learning through gamification in the form of polls/ quiz was conducted using Kahoot, Direct Poll, Mentimeter to foster participative learning of the learners.

Experiential learning is fostered through Business Process Excellence, Projects/Virtual Projects. Case Study and Caselets are used for analysing business situations, user stories to design and develop applications which offered hands-on industry experience.

Laboratory assignments develop creativity & problem-solving skills among students. Career Enhancement Program' which is provided in addition to syllabus enhances critical, logical and analytical thinking. Inter college Techno Case competition provides platform to propose innovative ideas & implementable technical solutions for challenges faced by the Industry and the society at large.

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | View File |
| Link for additional information | https://drive.google.com/file/d/1bYhD6jf4S51b0fEQSXfegF2CtKNkDC0r/view?usp=sharing |

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

The faculty members use ICT enabled tools for effective teaching-learning process. During the COVID-19 pandemic, sessions were conducted on MS Teams as the institute is having a Microsoft Campus Agreement.

Following are the ICT tools and facilities available in the Institute:

1. LCD Projectors,
2. Interactive Smart Board are used for effective delivery of sessions
3. Sophos - Firewall for Cyber Security and network policy

setting,

4. Radio frequency identification Device (RFID) in Library,
5. Automated Barcoded Library with OPAC and Integrated Library Management System, AutoLib.
6. The ERP, vmedulife is used for supporting teaching learning and evaluation processes

In addition to the above, videos are prepared by faculty members for Conceptual clarity of the courses and were uploaded on LMS/ Youtube. To make session interactive and participative online blended learning tools like Menitmeter, Padlet, Coggleit, Jamboard, Xmind were used.

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

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

2.3.3.1 - Number of mentors

27

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

2.4 - Teacher Profile and Quality

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

31

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

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

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

7

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

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

2.4.3.1 - Total experience of full-time teachers

248.2

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

2.5 - Evaluation Process and Reforms

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

Institute prepares Examination Calendar aligned with academic calendar which provides information about internal assessment of semester wise schedule. This examination calendar is communicated to students through a session in the orientation program ,Institute Website and Notice boards. Internal assessment comprises different modes and parameters provided by the affiliated University. Dates, seating arrangement for the internal Examinations are notified by the Exam Committee well in advance through notice boards and website. Internal assessment of students is carried out continuously throughout the semester through class tests based on each Course Outcome, home assignments, midterm, Weekly Presentations/Group Activity/Case-Study/viva and prelim examination. The questions for the test/assignments are are coined based on the decided level of Bloom's Taxonomy and mapped to Course Outcomes to calculate CO attainment. Results of assessments are displayed on notice board or student can view his performance through the ERP system. Student results are monitored and the remedial measures are initiated to improve performance of slow learners. For low performing student retest is scheduled and conducted. Seminars, Summer internship projects and Major/Mini Project are evaluated through rubric designed by the course teacher. Every course teacher discusses the Question Paper solution for clarifying the doubts raised by the students, if any.

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | https://drive.google.com/file/d/1-mRif3L6c-evw0GrsgqdpElB1UgXDkdJa/view?usp=sharing |

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

The students are well informed about the process of exam grievance redressal in induction and also displayed on the Institute website.

The process to address the grievances related to examination if any.

- Students can approach class / course coordinator / head of the department for internal/external examination related grievance.
- Further class / course coordinator/ head of the department

forward the issue to the exam committee.

- Examination committee understands the issue and if it is of institute level, it is resolved within stipulated time.
- If the issues are at university level like

1. exam form filling,
2. hall ticket correction,
3. correction in name/courses,
4. not able to sign in,
5. exam terminated due to power failure or internet connection
6. username or password not received
7. Discrepancy in the marks
8. Camera problem

Then examination committee then forward the grievance to the affiliated university after discussion with the Director and necessary follow up is taken to resolve it as early as possible.

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | https://iicmr.org/student/exam |

2.6 - Student Performance and Learning Outcomes

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

Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) provided by the affiliated University are displayed for faculty members and for students reference at various location like Institute web site, Institute admission brochure, Department Notice Boards, Institute Library. Apart from these, POs and PSOs are communicated during the induction program. Course Outcome (CO) for each course is briefed by course teacher in orientation program conducted at the beginning of each semester. Unit wise outcomes are also discussed in detail subsequently as the course progresses.

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for Additional information | https://iicmr.org/uploads/aqar/PO_CO_MCAMB_A20_21.pdf |
| Upload COs for all Programmes (exemplars from Glossary) | View File |

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

The Program Outcomes (POs), Programme Educational Outcomes (PEOs) and Course Outcomes (COs) for all the Programmes are mentioned in the prescribed syllabus of the affiliated University. The HEI elaborates the process of OBE to the students during the induction/ semester orientation for their understanding.

The faculty members do CO-PO mapping with justification for every chapter/ unit for all the courses and these details are included in the Session/ Lesson Plan and communicated to the students through the ERP. The mean value of mapping indicates how COs are related with POs and PSOs. The Course Outcomes reflect different cognitive levels of each course. The faculty members select the CCE assessment parameters as per the Blooms Taxonomy Level. The assessment methods with Rubrics are detailed to the students by the faculty members.

The attainment level is calculated on the basis of Direct and Indirect assessment methods. The Direct assessment methods are identified through Comprehensive Concurrent Evaluation and End Semester Evaluation. Indirect assessment of all the courses are conducted through Course Exit Surveys at semester end.

After calculating weights and fraction of students attained at each level of assessment for a particular course, semester-wise PO attainment are calculated. At the end of each program, the PO/PSO assessment is done from the CO attainment of all curriculum components. Alumni and Recruiter Survey are employed to calculate the PEO's. In this way attainment of Programme outcomes and Course Outcomes are evaluated by the Institution.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for Additional information | https://drive.google.com/file/d/1e1LrGhwdF_pqWCaGKdH9He6MgKORFix5/view?usp=sharing |

2.6.3 - Pass percentage of Students during the year

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

202

| File Description | Documents |
|--|---|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View File |
| Upload any additional information | View File |
| Paste link for the annual report | https://iicmr.org/uploads/aqar/Annual%20Report20_21.pdf |

2.7 - Student Satisfaction Survey

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

https://iicmr.org/uploads/aqar/SSS_20_21.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

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

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

0.41

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| e-copies of the grant award letters for sponsored research projects /endowments | View File |
| List of endowments / projects with details of grants(Data Template) | View File |

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

3.1.2.1 - Number of teachers recognized as research guides

5

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

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

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

1

| File Description | Documents |
|---|---|
| List of research projects and funding details (Data Template) | View File |
| Any additional information | View File |
| Supporting document from Funding Agency | View File |
| Paste link to funding agency website | https://drive.google.com/file/d/1XqDMnDJE4NdRXWZR1dhXAO8PaDP_nML9/view?usp=sharing |

3.2 - Innovation Ecosystem

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

The HEI organizes, initiate, actively participates in every workshop/ seminar and competition organized by government bodies for establishing a strong ecosystem of innovation.

Institute Innovation Council

HEI's, Innovation Council, under MHRD conducts activities for student training. Faculties are trained to become innovation ambassadors to promote student development. Twofaculty completed level-1 training. Institute received 2-star rating from IIC.

Centre for Innovation, Incubation and Enterprise

(I2E) Innovation to enterprise competition is executed, initiated by 'SPPU, Pune'. Students present innovative ideas for business start-ups and compete from college level to preincubation mentoring program.

State level Case study poster competition to inculcate problem solving ability. Funded projects are completed by students under Earn While Learn scheme of Ziroh Labs. PGRC conducted sessions on effective research paper writing and Urkund.

Research Journal I4

I4 Journal gives a platform for budding researchers and innovators to publish innovative ideas in Multidisciplinary areas.

IPR and Entrepreneurship

IPR Session series and entrepreneurship development under ED Cell 'Prerana' at the national and state level are conducted to become job creators. Sessions of business plan and practical orientation of filing of Copyright, trademark, patent and digital signature, with the provisions of IPR Acts create a foundation for developing an innovative mindset.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://drive.google.com/file/d/13wfiYbILDmgO6kMMp4IeJoU5dSsKHwKE/view?usp=sharing |

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

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

32

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | No File Uploaded |
| List of workshops/seminars during last 5 years (Data Template) | View File |

3.3 - Research Publications and Awards

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

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

7

| File Description | Documents |
|--|---|
| URL to the research page on HEI website | https://iicmr.org/research-and-publication/research-pgrc |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template) | View File |
| Any additional information | View File |

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

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

11

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

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

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

8

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

3.4 - Extension Activities

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

HEI organizes extension activities in the neighbourhood community that sensitizes students towards community issues, that inculcate social values and commitment to society:

Latest update on Corona Virus by Medial Experts:

HEI organized panel discussion with clinicians, epidemiologist and theoretician in association with Arogya Mitra Foundation and United Bhavsar Organization. Fund donation for needy during Covid 19 is collected and transferred.

Physiological and Psychological Wellness:

A session to diagnose, prevent and treat diabetic issues and extend help in case of emergency diabetic situations. Yoga sessions with experts to help extend the psychological and physical wellness for stakeholders.

Environment sensitivity and value-based extension:

Tree plantation and conservation in and around vicinity on the occasion of the World Environment Day. Green initiatives to promote sustainable practices, solar panel energy utilization, and water conservation. "ARKO" organizes eco-friendly Ganesh idol making. ASR team organized 'Majhi Vasundhara My Earth Pledge' guided by SPPU for environment conservation.

Social Sensitization:

To inculcate honesty in dealing with public departments, institute, under Government of India conducted program on 'Zero Tolerance against Corruption'.

Konkan flood fund donation activity is carried out. Earn and Learn Scheme of the University is implemented, to understand the value of labor and money.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://drive.google.com/file/d/1lvZVyuxtwx_UBU1KgTkTfLy66_Od8VR8/view?usp=sharing |
| Upload any additional information | View File |

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

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

5

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| Number of awards for extension activities in last 5 year (Data Template) | View File |
| e-copy of the award letters | View File |

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

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

22

| File Description | Documents |
|--|---------------------------|
| Reports of the event organized | View File |
| Any additional information | No File Uploaded |
| Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template) | View File |

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

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

226

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | No File Uploaded |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | View File |

3.5 - Collaboration

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

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

173

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

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

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

17

| File Description | Documents |
|--|---------------------------|
| e-Copies of the MoUs with institution./ industry/corporate houses | View File |
| Any additional information | No File Uploaded |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | View File |

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The Institute building is constructed on 0.8 acres, earmarked for it. Institute runs two courses, MCA & MBA

(intake capacity 120each) As per the AICTE norms, the infrastructure is taken into consideration. Course-the wise floor is dedicated to both the courses for smooth conduction.The classrooms are spacious well equipped with ICT Facilities. (Mounted LCD, multimedia machine with ups backup, wired hi-speed internet connection, Speaker, and mike). A Digital smart board in three classrooms is installed.

GD room and board rooms, Seminar Halls facilitate interactive and

participative learning sessions, workshops, and small group activities. Auditorium with a seating capacity of 200 is used for conducting the curricular, co-curricular, and extracurricular activities.

Well-equipped Examination control Room, computer and language laboratories, Library caters to the need of students. The institute has 215 networked computers with required licensed software and a firewall. The campus is Wi-Fi and wired internet connection enabled and available for 24 X 7. 82.5 KVA -3-phase generator is available for power backup.

The Customized cloud-based ERP system is available. The library is computerized using AutoLib Software. Open-source software is installed for visually students, though we don't have any candidature.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

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

The Institute believes in the all-around development of students. The institute facilitates Auditorium and Open ground for conducting cultural events. Students are encouraged to participate in sports and cultural activities. Institute organizes events like Technical fests, Fresher's Day, Annual Sports Day, Annual Day, Farewell, Dandiya, Ganesh Festival, Traditional days ., to exhibit cultural talents.

Institute has a Sports room for indoor games like table tennis, chess, and carrom. For outdoor sports volleyball court, football ground and basketball court are available.

The institute has the facility to practice Yoga and meditation.

The outdoor games such as basketball, volleyball, throw the ball, cricket, football, handball, kho-kho, kabaddi etc., are well-practiced and played by the students.

Area specifications and year of establishment are as follows.

1. Sports Room: Indoor games like carom, chess, table tennis for recreation - Area: 104.93 SQ.M. established in 2002

2. Volley Ball court, Basketball court, Ground - 4000 SQ.M. established in 2002

3. Seminar Halls for Cultural activities 160+132+137.2=429.2 established in 2007

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://iicmr.org/campus/student-facility |

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

10

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

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

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

12

| File Description | Documents |
|--|---------------------------|
| Upload any additional information | No File Uploaded |
| Upload audited utilization statements | View File |
| Upload Details of budget allocation, excluding salary during the year (Data Template | View File |

4.2 - Library as a Learning Resource

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

About Library

- With the objective to provide physical and intellectual support to the institute's teaching-learning and research activities, IICMR Library is established in 2002. Central library is looked upon as 'Knowledge Center.
- Library Advisory Committee ensures the smooth functioning of the knowledge center, which is headed by the Director as a chairperson and Librarian as secretary, representative of teaching staff, and student repetitive work as a member.
- The library is playing a vital role in providing specialized information and resources to meet the information needs of users. Knowledge Center has a membership of Professional Bodies like,

1. National Digital Library
2. MCCIA (Maratha Chamber of commerce)
3. Computer Society of India.
4. ASM (Association for Computing Machinery)

- To encourage students to read and express their thoughts, every year Knowledge center, arrange competitions and felicitate the winners (student and faculty) by Best Reader Award, Best Book Review, and Best Article Review.

Resources of Knowledge Center

Titles

16551

Volumes

5599

e-books (vol)

10755

Journals Print

24

National

12

International

12

e-Journals

DELNET , Ebsco's Computers and Applied Science Complete

Library Management System (ILMS)

To keep pace with technology, the library is fully automated with AutoLib software in the year 2012. The software is upgraded in 2015 and 2021. AutoLib-NG software is an integrated multi-user Library Management System that supports all in-house operations of the Library. The AutoLib consists of modules on acquisition, cataloging, circulation, serials, article indexing, and OPAC. Features include Book History, Member History. (Users Accounts Details) . WEB- OPAC and E-Content Module is newly added.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for Additional Information | Nil |

4.2.2 - The institution has subscription for

B. Any 3 of the above

the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources

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

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

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

4.77

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| Audited statements of accounts | View File |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

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

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

59

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Details of library usage by teachers and students | View File |

4.3 - IT Infrastructure

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

The institute has well-equipped computer laboratories for students for hands-on training. The adequate facility of computers, enable the students to understand the applicability of management and computer-related subjects. Every lab has a Lab Coordinator for its smooth functioning. In order to enhance English language proficiency, a well-equipped language laboratory is available. The institute has 215 networked computers with required licensed software and a firewall for security and usage policies. The whole campus is Wi-Fi enabled with an internet connection from two service providers for 24 X 7 smooth functioning.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

4.3.2 - Number of Computers

215

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | No File Uploaded |
| List of Computers | View File |

4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

| File Description | Documents |
|--|---------------------------|
| Upload any additional Information | No File Uploaded |
| Details of available bandwidth of internet connection in the Institution | View File |

4.4 - Maintenance of Campus Infrastructure

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

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

29

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Audited statements of accounts | View File |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View File |

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

The institute has created adequate infrastructure in terms which include, computer labs, auditorium, library, and class rooms with the audio visual facility. The whole campus is Wi-Fi and under the surveillance of CCTV. The Institute has constituted policies that are formulated with an objective to develop a quality system to improve various processes of the Institute and to promote measures for functioning towards quality enhancement.

Infrastructure Policy includes fixed assets like Land, buildings, furniture, and equipment. For the smooth functioning of the committee, processes are defined and followed.

Classrooms and labs are utilized for regular lectures as well as activity-based teaching-learning. Seminar halls and Tutorial rooms are also utilized for Placement preparation. Seminar halls on the first floor are utilized for National & International Conferences, seminars, workshops, and Cultural & Extracurricular activities. Institutes Library (knowledge Center) has a library committee, which ensures the smooth functioning of the library. , library orientation is given to newly registered users to make s familiar with library resources and rules.. To ensure the optimum usage of resources like books (print and e-books), journals (print and e-journals), To motivate students to read by arranging various activities.

Infrastructure management is a continuous process and it is maintained and monitored by Infrastructure Management Committee.

- Infrastructure Details list of a number of benches, tables, chairs, fans, tube lights, ups, LCD. is displayed in each classroom. A special wooden case container is mounted for

UPS. The guidelines are displayed for LCD Projector Operating Procedure.

- The annual Maintenance contract is done for various activities and maintenance of UPS, the Printer, Generator, fire extinguishers and firefighting equipment, water coolers, etc.
- Usage registers are maintained to monitor the usage of Computer Labs, Computer centers, Seminar Hall, libraryetc.
- Complaint Registers are available for computer Labs, Infrastructure also we have an online ticket system for Registering Complaints.
- Various types of Requisition forms viz. Purchase of books, infrastructure maintenance, Auditorium booking Requisitions is made available.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://drive.google.com/file/d/12hFiKkFVMi9EDJLk72l8xz6oVkTaetBF/view?usp=sharing |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

298

| File Description | Documents |
|--|---------------------------|
| Upload self attested letter with the list of students sanctioned scholarship | View File |
| Upload any additional information | No File Uploaded |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | View File |

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

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

22

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

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

A. All of the above

| File Description | Documents |
|---|---|
| Link to Institutional website | https://iicmr.org/placement/pre-placement |
| Any additional information | View File |
| Details of capability building and skills enhancement initiatives (Data Template) | View File |

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

173

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

173

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

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

| File Description | Documents |
|--|---------------------------|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View File |
| Upload any additional information | No File Uploaded |
| Details of student grievances including sexual harassment and ragging cases | No File Uploaded |

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

105

| | |
|--|--|
| | |
|--|--|

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

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

5.2.2.1 - Number of outgoing student progression to higher education

0

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for student/alumni | No File Uploaded |
| Any additional information | No File Uploaded |
| Details of student progression to higher education | View File |

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

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

2

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for the same | View File |
| Any additional information | No File Uploaded |
| Number of students qualifying in state/ national/ international level examinations during the year (Data Template) | View File |

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as

one) during the year

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

3

| File Description | Documents |
|--|---------------------------|
| e-copies of award letters and certificates | View File |
| Any additional information | No File Uploaded |
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template) | View File |

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

The HEI encourages the students to participate in curricular, co-curricular and extra curricular activities. The students are motivated to actively participate in organizing and managing activities and events. Students are nominated to represent in statutory and institutional committees . Opportunities are given to all the students equally.

The Board of Students' Development act as an umbrella body for all the clubs and committees ensuring smooth functioning at each juncture. Board of Students' Development will be responsible to strive towards making the experience of the student on campus comfortable and enriching.It will be the responsibility of the board to ensure that all events, activities and interactions on campus are conducted in a manner acceptable to the culture and norms of the institute.

Various platforms are given to the students to hone and develop their leadership skills, imbibe team thinking acumen and learn the ability to handle responsibilities of higher levels. ARKO Club, Earn & Learn, Academic Social Responsibility, Vidhyartheeni Manch are some of the committees which encourage the students to actively participate and coordinate all the events. Representation of the Students are given in following Academic &

Administrative bodies .These representation in Committees ensure a participative learning culture.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

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

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

20

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Upload any additional information | No File Uploaded |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template) | View File |

5.4 - Alumni Engagement

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

The Alumni Association of IICMR with registration number Mh-1402/Pune, F-40800/Pune serve all alumni and students and foster a connect between the institute and its alumni. Alumni, represent the Institute in industry and society at large. The alumni are a very important stakeholder who give suggestions through periodical feedback for quality improvement. The alumni are actively engaged with the institute to facilitate greater collaboration and connection for its well-being and progress. Programs on personality development and career counselling are organized based on the suggestions given by the alumni.

Alumni contributes in guiding, mentoring the students through

various forums. They also provide industry visits, internship and final placement for the current students through referral programs. Series of sessions are conducted by the alumni on industry trends, expectations. These formal and informal interactions with the alumni create a foundation for career progression of the students.

In this way intellectual inputs from the alumni are significant in bringing developments and quality enhancements.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

5.4.2 - Alumni contribution during the year (INR in Lakhs) E. <1Lakhs

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The HEI vision is to be a center for quality education and research and our mission is to develop competent professionals who can effectively contribute to the Industry needs. All the stakeholders work together keeping in-line with the vision of the institute and make efforts continuously towards progressive growth. The institution follows a democratic and participatory mode of governance by involving all the stakeholders in its administration. The Heads of Departments, different committee heads along with the teaching and non-teaching staff members play role in determining the institutional policies and implementing the same.

The HEI has a Perspective Plan in place to help it develop in a systematic and well-thought-out manner. The faculty members are empowered and a culture of participative decision making is fostered through establishment of statutory and institutional

committees. The Perspective plans are discussed in the IQAC meeting on the basis of the inputs received from the secretaries of different committees. The implementation of the perspective plan is distributed among the faculty members and non-teaching staff for effective and efficient administration.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://drive.google.com/drive/folders/12YGt5aJVtMx2GNB7dg2UqMKl7duFZUd9 |
| Upload any additional information | View File |

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

The HEI promotes participative management. Ideas relating to academic goals, and organizational progression are collected from all stakeholders to promote its efficient functioning. The IQAC and the other statutory Committees continuously work on these suggestions for quality improvement. Decentralization is accomplished by shaping different advisory groups for smooth working and believable usage of foundation strategies. The realization of this was channelized into a national webinar on 'AI as an enabler for Teachers in Implementing National Education Policy 2020 in Higher Education in association with BHARTIYA SHIKSHAN MANDAL & NITI AAYOG, Government of India on 13th March 2021.

The webinar was steered by the faculty members of the HEI with an approved action plan. Representatives from the Govt. Bodies, Universities and Senior Academicians from all over the country participated and voiced their opinion on the roles and responsibilities of teachers in the implementation of NEP 2020 and in reconditioning the Indian education system. All the suggestions and concerns raised in the seminar were documented and submitted to the Government for further action. The webinar resulted in understanding the need to bring about significant reforms in higher education, to cater to the changing landscape of knowledge and to create global standards of education.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://drive.google.com/file/d/154Q2kCt5CKWHuGz3W73Epic4tKwaoSDn/view?usp=sharing |
| Upload any additional information | View File |

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

IQAC plays a pivotal role for improving quality strategies and processes in the institute. Engaging the students during the pandemic was a challenge identified by the Institute. To overcome this, A National Webinar series was institutionalized as a part of its quality strategy. The HEI adopted a strategy to engage the students by inviting national and international speakers on an online platform through conducting a series of webinars. This webinar series, IGNITE Unleash Your Hidden Potential 2020 included a 360-degree coverage on student development from motivation, latest trends in industry and skills required to be employable to career opportunities in the corporates. Few distinguished topics were Discover your Vision, Ignite your thoughts through Ideation, Business Analytics & Data Visualization and Leadership - Positive U.

Social media was effectively used to advertise and attract attendees for the webinar. The webinar was broadcasted through Zoom, Facebook live and YouTube. Faculty members and students representing different states, different streams of education attended the series of webinar. The attendees were motivated and promised to learn new things and maintain a positive attitude throughout the career.

The webinar served as an engaging platform specially during the pandemic to boost the students' confidence and to ignite their inner potential. The audience learned many concepts and importance of positive attitude in life specially during trying times.

| File Description | Documents |
|--|---|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | https://drive.google.com/file/d/1fq5Caqlf8mdAOA8eq5BWr5vRliRAjghN/view?usp=sharing |
| Upload any additional information | View File |

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

The HEI practices decentralization in execution of all the functions of the Institute. Governing Council (GC) and College Development Committee (CDC) are the highest authority. The Statutory and Non-Statutory working committees are established for the smooth and efficient management of activities. Everyone is delegated the authority and responsibility to make appropriate decisions for better functioning of the Institute from top level to functional level.

The Director is approved by the Savitribai Phule Pune University. The institute runs two programs lead by HODs. The three bodies: Governing Council, College Development Committee (CDC), Internal Quality Assurance Cell (IQAC) helps in governing the institute. The Governing Council is a statutory committee with a mandate to guide, direct and to act as a body for overall development of the institute. The College Development Committee is a statutory committee with a mandate to develop, implement and monitor the Management Program. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of institution. The decision-making process penetrates from upward levels and even have a scope to discuss at every point. There are statutory and internal committees who play an important role in the control and administration functions.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://drive.google.com/file/d/1iBMwGMS6Fkx9grrn1dR2XM1CGb08EoCm/view?usp=sharing |
| Link to Organogram of the institution webpage | https://iicmr.org/about/governance |
| Upload any additional information | View File |

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

A. All of the above

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

6.3 - Faculty Empowerment Strategies

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

The welfare measures for teaching and non teaching -

1.Filtered drinking water facility and proper lighting-

Everyone in the institute gets clean and filtered drinking water and each room is illuminated to feel ease at workplace.

2. Leaves-

All employees are given causal leaves, on duty leave, maternity leaves, earn leaves as per the institute norms.

3. Provisions during COVID period-

Clean washrooms, timely clearance of waste, appropriate floor and

staircase maintenance, sanitizer standee, fumigation helped to be safe and secured.

4. Statutory measures-

Provident fund and profession tax were monitored for each employee; provision for salary in advance is also present.

5. Uniforms-

The support staff is given uniforms annually.

6. Canteen facility-

All the food items are received at discounted rates in the institute canteen.

7. Out bound activities-

Industry visits and small trips are carried out for the staff members.

8. Birthday Greetings are displayed on faculty members birthdays to acknowledge their service.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://drive.google.com/file/d/1AVEvIW1Ec_hD8-mNaf9p0C2RQWZjhtsyy/view?usp=sharing |
| Upload any additional information | View File |

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

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

06

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

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

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

43

| File Description | Documents |
|--|---------------------------|
| Reports of the Human Resource Development Centres (UGCASC or other relevant centres). | No File Uploaded |
| Reports of Academic Staff College or similar centers | View File |
| Upload any additional information | View File |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | View File |

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

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

25

| File Description | Documents |
|---|---------------------------|
| IQAC report summary | View File |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers) | No File Uploaded |
| Upload any additional information | View File |
| Details of teachers attending professional development programmes during the year (Data Template) | View File |

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

The performance appraisal of teaching and non-teaching is done annually in the most unbiased manner. Performance Appraisal also helps to understand: first, about the expectations and next from employees to meet the expectations.

There are four ways of appraisal for teaching staff:

1. Self-evaluation: Self-evaluation provides way to a faculty member to understand the areas of improvement & supports in identifying the areas of improving self.
2. Peer Appraisal: The feedback helps to understand a faculty member's effectiveness as a team member.
3. Feedback from students: Feedback from the students is taken into consideration. Parameters like subject knowledge, teaching skills, support extended are included in the feedback form.
4. Appraisal by the director/HOD: The HOD / Director evaluate the faculty member about their capabilities, skills and attitude. It results in taking decisions about the future responsibilities is important for Teaching -Learning process important.

Appraisal for Non-teaching staff-

The Institute has Performance Management System (PMS) for non-teaching staff. This ensures the effective and efficient services given by Admin, Finance, Industry Institute Interaction cell & Library. The results of performance appraisal are assessed to identify areas of strong performance and on this basis of

appraisal reports; management provides promotions to the employees and restructures the individual authority-responsibility.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://drive.google.com/file/d/1O6OlJ7WczYk0LdOnuXof4-BGyup_hMbK/view?usp=sharing |
| Upload any additional information | View File |

6.4 - Financial Management and Resource Mobilization

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

The institute has a method for internal and external audits. The internal audit mechanism is an ongoing continuous process in addition to the external audits to verify and certify the entire Income and Expenditure and the Capital Expenditure of the Institute each year. Qualified Internal Auditors from external resources have been permanently appointed and a team of staff under them do a meticulous check and verification of all vouchers of the transactions that are carried out in each financial year. Similarly, an external audit is also carried out in an elaborate way yearly. The institutional accounts are audited regularly by both Internal and statutory audits. So far there have been no major findings /objections. Minor errors or omissions and commissions when pointed out by the audit squad are immediately corrected/rectified and precautionary steps are taken to avoid the return of such errors in future. The institute regularly follows Internal and external financial audit systems. Internal Audit is done by Mr Ajay Joshi and External auditing is done by CA, Mr Rinkesh Gupta once a year.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://drive.google.com/file/d/1Wet6U4sZv2opogK5oDZ15d3Qu0vPmImq/view?usp=sharing |
| Upload any additional information | View File |

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

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

0.96

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

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

The financial transactions are analyzed and confirmed by the Governing Council under different heads like -Staff Salary, welfare and training, Administrative expenses, Library expenses, Computer and Equipment, Rent for premises, Student welfare and Industry interaction activities, Infrastructure and Maintenance, Research expenses

The procedure for resource mobilization is as follows:

1. The institute sets goals as per the priorities for resource mobilization by evaluating the department wise requirements.
2. Taking into consideration recurring and non-recurring expenditures, the Department wise (MBA and MCA) budget is prepared.
3. The planned budget of both the departments is discussed in the IQAC meeting
4. The Director approves the proposed budget and submits it to the Governing Council.
5. Governing Council reviews the income and expenditure statement of the previous budget.
6. The resources are allocated to the decided expenditure heads according to the goals set.
7. Revision of the budget is done in the mid of the year to map

the set goals with the outcomes achieved along with the income and expenditure statement.

8. Then, the changed or altered heads are revised and again finalized in the meeting.

9. Institute obeys to Utilization of the budget approved by Governing Council.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://drive.google.com/file/d/1H_114bm6UBpewN14p2S-4a60SGMiqA9v/view?usp=sharing |
| Upload any additional information | View File |

6.5 - Internal Quality Assurance System

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

Practicel:

Drushti Case Study Centre of MBA @ IICMR organized a management case study competition in collaboration with INSSAN on the 2nd & 3rd February 2021 which was guided by KG Guruji's workshop. The cases were invited both in online and offline mode from corporate, academicians and students. The competition addressed 30 plus cases from across the country. The objectives were to assist in developing students' capacity for problem-solving and decision capabilities. The published case study book was inaugurated in INSSAN Convention program and prizes were given in all sectors. Outcomes were; that everyone received an angle on how best to continue in a given situation & developed a problem-solving attitude.

Practice2: To assure effectiveness in Online Teaching- Learning

To improve the faculty members' efficiency in online teaching IQAC conducted a Faculty Development Program on Blended Learning which resulted in Student Engagement and adoption of participative learning in online sessions. Faculty members employed the knowledge gained from the workshop and delivered the online sessions using digital tools. This paved a platform for the students to learn in a collaborative way, at their own pace and at their own ability level. The Blended mode of learning

resulted in inculcating interest in students towards the courses and in better conceptual understanding.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://drive.google.com/drive/folders/1POE_lCxJD1luj-jz87fawFEWTknU5dSE |
| Upload any additional information | View File |

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

The HEI follows the guidelines of Outcome-Based Education prescribed by the affiliated University. Opportunities created for the faculty members to contribute to the syllabus revision process resulted in understanding the Objectives and Outcomes of courses precisely. Course allocation is done well in advance and communicated to the faculty members for preparation. The Faculty members attend FDPs for updating and upgrading their knowledge both at the Institutional level and the University level. This resulted in including relevant examples in course delivery for concept clarity. Deciding the CCE for each course and framing of Rubrics as per Bloom's Taxonomy cognitive skill level helps in understanding the learning level of the students through transparent assessment.

Periodical monitoring of teaching-learning is ensured through collecting oral and written feedback during the semester. On the basis of the feedback received corrective actions are promptly taken by the IQAC and shared with the faculty members with suggestive improvement measures.

The Lesson Plan ensures smooth content delivery and includes CO-PO mapping with justification for every unit for all the courses and these details are communicated to the students through the ERP. The attainment level is calculated on the basis of Direct assessment(Comprehensive Concurrent Evaluation and End Semester Evaluation) and Indirect assessment(Course Exit Surveys at semester end)methods. Audit of teaching-learning and evaluation process is conducted periodically. This supports understanding the incremental improvement in the teaching-learning process.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://forms.gle/12NWzziZuOAJ8SQg5 |
| Upload any additional information | View File |

| | |
|--|-------------------------------------|
| <p>6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)</p> | <p>B. Any 3 of the above</p> |
|--|-------------------------------------|

| File Description | Documents |
|--|---|
| Paste web link of Annual reports of Institution | https://drive.google.com/file/d/1o3U0xd6rjT_e9PfyY36eHoJtKohZE-GrR/view?usp=sharing |
| Upload e-copies of the accreditations and certifications | View File |
| Upload any additional information | View File |
| Upload details of Quality assurance initiatives of the institution (Data Template) | View File |

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The HEI takes adequate measures on safety, security and counselling ensuring Gender Equity and sensitization. A Gender Equity and Awareness Action Plan is prepared annually and Gender champions are selected. Gender awareness sessions are conducted as an ASR initiative of the institute. The course, Introduction to Human rights and Duties is conducted for students' awareness. The male students taking the initiative to celebrate Women's Day stemmed from the consciousness developed on Gender Equality.

The institute safeguards the interests of the students and the employees irrespective of gender. The HEI has installed CCTV cameras, providing round the clock security and remote monitoring. The campus is guarded by security guards who work 24x7 and maintains a daily visitors register. The girls' hostel on campus has a lady warden to ensure girl students' safety.

Orientation regarding rules, regulations and all the norms to be followed on the institute premises is conducted during Induction. Safety, security and important Committees' information are displayed on the Institutional website and premises in noticeable places. The institute provides mentoring and counselling sessions for students to ensure a healthy environment. Discipline is maintained by the class coordinators, mentors and class representatives in the institute.

| File Description | Documents |
|--|---|
| Annual gender sensitization action plan | https://iicmr.org/uploads/aqar/GendersensitizationActionPlan20_21.pdf |
| Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | https://iicmr.org/uploads/aqar/7.1.1Facilities.pdf |

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

C. Any 2 of the above

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

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

Waste management and its safe disposal is an important aspect in order to keep the environment clean and reduce pollution. There is a municipal body to take care of the waste generated by the institute. The institute follows effective waste management through the adoption of four R's-refuse, reduce, reuse and recycle.

Solid and Liquid Waste Management - The municipal corporation of Pimpri Chinchwad takes care of the solid and liquid waste collection. Green and Red dustbins are kept in the institute at the required locations. The Segregated waste is collected from the dustbins kept outside the institute and disposed of by the Pimpri Chinchwad Municipal Corporation (PCMC) Vehicle. All waste affluence from the Institute are disposed through a drainage system complying the laws set by the Pimpri Chinchwad Municipal Corporation.

Paper Scrap - The old newspapers, card papers, cartons are disposed of by giving to a vendor on regular basis. Confidential documents after a stipulated period are destroyed in a paper shredding machine.

E-Scrap is given to the authorized recycler of e-waste management. The institute had also organized the e-waste collection drive to collect the e-waste from the society and played an important role in the reduction of e-waste from society.

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

| | |
|--|------------------------------|
| 7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus | C. Any 2 of the above |
|--|------------------------------|

| File Description | Documents |
|---|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Any other relevant information | No File Uploaded |

7.1.5 - Green campus initiatives include

| | |
|--|-------------------------------------|
| <p>7.1.5.1 - The institutional initiatives for greening the campus are as follows:</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of bicycles/ Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastic 5. Landscaping | <p>C. Any 2 of the above</p> |
|--|-------------------------------------|

| File Description | Documents |
|--|---------------------------|
| Geo tagged photos / videos of the facilities | View File |
| Various policy documents / decisions circulated for implementation | No File Uploaded |
| Any other relevant documents | No File Uploaded |

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

| | |
|---|-------------------------------------|
| <p>7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities</p> | <p>D. Any 1 of the above</p> |
|---|-------------------------------------|

| File Description | Documents |
|---|---------------------------|
| Reports on environment and energy audits submitted by the auditing agency | No File Uploaded |
| Certification by the auditing agency | No File Uploaded |
| Certificates of the awards received | No File Uploaded |
| Any other relevant information | View File |

| | |
|--|-------------------------------------|
| <p>7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment</p> <p>5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading</p> | <p>A. Any 4 or all of the above</p> |
|--|-------------------------------------|

| File Description | Documents |
|--|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Policy documents and information brochures on the support to be provided | View File |
| Details of the Software procured for providing the assistance | View File |
| Any other relevant information | No File Uploaded |

| |
|---|
| <p>7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).</p> <p>The institute is permanently affiliated to Savitribai Phule Pune University and recognized by The Directorate of Technical Education, Maharashtra State so the seat matrix and the seats are reserved for almost all religions and caste students as per the norms. Institute has admitted students from all corners of India</p> |
|---|

which contributes to the inclusive environment, religious tolerance and harmony, regional, linguistic and communal socio-economic and other diversified environments.

The Institute fosters and adopts an inclusive environment to maintain unity through diversity. Celebration of cultural festivals is an integral part of HEI's extra-curricular activities. These celebrations are conducted under Board of Student Development through ARKO (Student driven Club) and Academic Student Responsibility. The students celebrate and respect all cultures prevailing across the Nation.

Students celebrate Marathi Bhasha Divas, as a part of regional linguistic activity. The institute organizes traditional dress competitions, fashion shows to represent our Indian culture, as part of the annual gathering, 'Rainbow' to showcase the different states, religions and cultures.

Students are given the opportunity to perform cultural programs on occasions like Guru Poornima, through ARKO, the cultural club wherein these performances are enjoyed with the same zeal and zest which contributes to cultural harmony amongst the students and faculty members.

| File Description | Documents |
|--|---------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View File |
| Any other relevant information | No File Uploaded |

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

The institute believes in holistic value-based education to prepare youth and develop the Nation.

National events like International Women's Day, Rashtragaan Abhiyaanand, Constitution Day, World Environment Day are arranged and coordinated with utmost grace and dignity. The importance of these days is conveyed to the students and they are made to understand the value of being an Indian Citizen.

The ASR team has taken the initiative to imbibe the culture of values among the members. To inculcate this culture of respect among ourselves, the Sadbhavana Divas was arranged and the employees took the pledge to be cordial with each other. In order to imbibe the importance of environment protection and conservation, the pledge was taken under 'Majhi Vasundhara My Earth Pledge'. Tree plantation was done as a part of the celebration of World environment day in the institute. To impose a culture of respect for Women, International Women's Day was celebrated with various activities for the advancement of gender.

The course, Introduction to Human rights and Duties is conducted for students' awareness and their understanding is assessed.

In the current era of the internet, awareness of cyber security is important. With this consideration, sessions on -Cyber Security, Intellectual Property Rights and Copyright and Urkund software: an overview for plagiarism checking is conducted for the students and faculty members.

| File Description | Documents |
|--|---|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | https://iicmr.org/uploads/aqar/7.1.9Activities.pdf |
| Any other relevant information | Nil |

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

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Code of ethics policy document | View File |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims | View File |
| Any other relevant information | No File Uploaded |

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

The HEI during the pandemic celebrated national and international days online under the aegis of IQAC with all students. They were encouraged to execute the whole activity with their ideas and strategies through online platforms.

The institute imparts values to all the stakeholders by organizing national festivals and birth and death anniversaries of national leaders. This created an environment that promoted national integration.

Students also participated in the Birth Anniversary celebration of Dr. B. R Ambedkar which is celebrated as Constitution Day wherein the thought and wisdom for future generations were discussed during the celebration.

The days of international importance like International Yoga Day, International Women's Day and World Environment Day was observed. The days of National importance like Independence Day, Republic Day, Constitution Day were celebrated with utmost dignity. National Unity Day was also celebrated to mark the birth anniversary of Sardar Vallabh Bhai Patel. Teachers Day was also celebrated online being the most important day in the life of a teacher and a student. Students performed dance, music, skit and gave tribute to their teachers through a video message.

| File Description | Documents |
|---|---------------------------|
| Annual report of the celebrations and commemorative events for the last (During the year) | View File |
| Geo tagged photographs of some of the events | View File |
| Any other relevant information | No File Uploaded |

7.2 - Best Practices

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

1.Title:-INZ-WIZ

Objective-

Provide practical application of domain knowledge through Industry experts.

Context:-

Theoretical knowledge is not supporting the students to face interview during final placement. Industry exposure is given by inviting experts for discussing practical aspects.

The Practice:-

INZ-WIZ connect, correlate academics & Industry experts giving conceptual clarity.Course sessions are arranged at the end of every Unit to provide practical insight, exposure.

Evidence of Success:-

The student's insight about latest trends, challenges of the Industry, helped to face the corporate world with confidence.

Problems Encountered & Resources Required

- Availability of Industry Experts
- Time constraint due to short semester

2. Title: Blended Learning Approach

Objectives

Boost learner's efficiency, track students' progress through evaluation on online mode.

The Context

To design blended teaching programs so that knowledge reaches visual, auditory, and kinetic learners effectively.

The Practice

Tools are identified during course planning and incorporated in daily lectures, tutorials, practical sessions.

Evidence of Success

The blend of technologies improved teaching, conceptual understanding, student engagement and prepared the students for 'the new normal'.

Problems Encountered and Resources Required

Poor internet connectivity. Selection of the right tool was time consuming.

Resources required: Time to explore, learn tools and techniques, Internet connectivity and teachers.

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | https://iicmr.org/uploads/aqar/BestPractic_e20_21.pdf |
| Any other relevant information | Nil |

7.3 - Institutional Distinctiveness

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

Focusing on the vision, the institute emphasizes on academic enrichment through Experiential and Participative learning, skill development, employability and entrepreneurship.

The institute practices experiential and participative learning through projects on the thrust areas IoT, Data Analytics and Cloud computing which are interlinked technologies. MCA students completed EWL projects as part of Academic Alliance Program with ZirohLabs, which helped in bridging the gap between academia and Industry and for employment. For skill development and to improve the performance in the thrust areas, the Institute has membership of AWS Academy and NPTEL Swayam. Under the open courses provision by the University, the Institute has taken up Tableau, a visual analytics platform. To build professional integrity and to achieve competitive advantage students were motivated to take up international certifications in AWS, IoT and Digital marketing. The Institute has conducted a case study competition for academics and industry experts through Drishti Case Study Research Center in association with INSSAAN. The Institute conducted FDPs on IPR and Blended Tools of Learning in order to achieve its continuous strive of excellence. Business Analytics Club was founded with the intent of understanding the importance of analytics in the management domain.

| File Description | Documents |
|--|---------------------------|
| Appropriate web in the Institutional website | View File |
| Any other relevant information | No File Uploaded |

7.3.2 - Plan of action for the next academic year

The HEI believes in continuous learning for the sustainable and overall growth aspect has always been the prime aspect. The institute believes in continuous improvement to be done continually and conduct every curricular, co-curricular and extra-curricular activity with a system approach of Input, Process and Output. The future plan of action is as follows: -

1. Number of International Collaboration to be increased
2. Number of consultancies to be explored with SMEs and MSMEs

3. Developing Indian business case studies by involving all the stakeholders
4. Promoting and developing entrepreneurial activities in association with state and central government bodies
5. Rain Water Harvesting as a part of the Environment Sustainable Programme to be initiated.
6. In order to save Electricity costs, the institute will install energy-efficient devices and fittings. This will add more dimensions to the Energy Conservation by the Institute.
7. Participation in energy-efficient and environmental conservation activity
8. Facilitate continuous up-gradation and updation of knowledge & use of technology, by faculty members and students
9. Encourage and facilitate Research Culture and promote Research by students and faculty and conduct international research conference
10. Strengthen the engagement with Industry through collaboration, training, placement and projects.