SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

DR. D. Y. PATIL UNITECH SOCIETY'S DR. D. Y. PATIL INSTITUTE OF MANAGEMENT AND RESEARCH

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Dr. D. Y. Patil Institute of Management & Research (DYPIMR) under Dr. D. Y. Patil Unitech Society is a premium Institution contributing to Management & Computer education in Pune. DYPIMR has a distinguished reputation for being among the top 10 B-Schools affiliated to SPPU is also a pioneering quality management education Institute of Maharashtra. Dr. D. Y. Patil Institute of Management and Research (DYPIMR) was established in the year 1994, recognized by the All-India Council for Technical Education (AICTE), and affiliated with Savitribai Phule Pune University (SPPU) (erstwhile Pune University). The main aim behind this establishment is to provide quality management education and develop professional managers and leaders for societal development. The Institute lays great emphasis on quality of teaching – learning experience and provides all the latest infrastructural facilities for a pursuit of excellence in education to individual students. Institutional values include **Commitment** towards growth, **Agility** for quick adapting to change, **Respect** for diversities, **Empathy** towards stakeholders' needs, **Excellence** in setting and achieving benchmarks and **Responsibility** towards society and environment.

DYPIMR has been consistently striving to excel in delivering quality management education since last 27 years. We try to achieve our objective by including state of the art, Learner centric, approaches, participative learning, learning through seminars and symposia, emphasis on research, promoting blended learning through active involvement of all the stakeholders through optimum use of ERP and other ICT Resources. The institute also places equal emphasis on holistic development of students through active participation in ISR and CSR activities.

Recognitions:

- Institute accredited by NAAC with A grade (3.29 CGPA), MBA Program accredited by NBA three times and MCA Program accredited by NBA once
- Won "Best College Award-2019" by affiliating SPPU
- ISO 9001:2015 and ISO 14001:2015 certified.

The Salient Features:

- Institute offers MBA (Since 1994, current intake 180), MCA (Since 1999, current intake 120) and MBA – Digital Marketing (Since 2021, intake 60)
- Institute follows curricular design developed by SPPU (as per AICTE Regulations) and is competency/outcome based with flexibility as per CBCS.
- Institute has nearly 100% enrolment of students for all of its programme through state level entrance test cum counselling conducted by Govt. of Maharashtra. It has qualified, experienced faculty as per norms. Institute adopts Innovative, blended pedagogy curriculum delivery and has fair evaluation systems, leading to excellent University results (more than 90%).
- Institute has proactive research policy and MHRD's initiative "Institutional Innovation Council".
- Impact-based extension activities through Unnat Bharat Abhiyan and Rotaract Club activities inculcated values and service orientation amongst faculty and students.

- HEI has state-of-the-art physical infrastructure and learning resources with latest generation ICT facilities. Library is fully automated with facilities of OPAC, e-library, subscription to databases and e-resources.
- Student support strategies include facilitating government scholarships, capacity and skill enhancement schemes, placement/progression and vibrant student support activities (Sports and Cultural).
- Institute has participatory and decentralized governance within the hierarchical organogram as per SPPU norms. Institute's effective, well-structured IQAC and committees suggests, implements and monitors the Quality Assurance System in all systems and process.
- The strategic plan, FDP, welfare measures and sound financial management has ensured good progressive growth and development.

Vision

The Fourth Industrial Revolution conceptualizes rapid change to technology, industries, and societal patterns and processes in the 21st century due to increasing interconnectivity and smart automation. A part of this phase of industrial change is the joining of technologies like artificial intelligence, gene editing, to advanced robotics that blur the lines between the physical, digital, and biological worlds.
It also envisages a social, political, and economic shift from the digital age of the early 2000s to an era of embedded connectivity distinguished by the omni-use and commonness of technological use throughout society (e.g. a metaverse) that changes the ways, humans experience and know the world around them. It posits that we have created and are entering an augmented social reality compared to just the natural senses and industrial the ability of humans alone.
While these changes are being brought in by professionals the important questions are
1) Are we training our students apt and enough to be those professionals?
2) Even if we are training students for contemporary technologies and issues, will they be adaptive enough when there will be a radical/disruptive change in the future?
DYPIMR thinks that while the institute's value proposition should be focusing on contemporary technologies and issues of the industry, its value delivery model should prepare these students for being adaptive, flexible, and quick in giving responses o the change in the environment.
In line with this thought process, DYPIMR has set its vision which goes as follows.

Vision Statement:
To emerge as an institute of excellence in creating resilient professionals in the field of management and technology.

Mission

A mission is an actionable plan to help realize the institutional vision. DYPIMR has chalked out a few areas for this actionable plan. These areas are as follows.
1) Holistic and experiential education:
Experiential education will simulate real-life problem situations of professionals for students. These students will be more confident professionals and leaders for tackling real-life situations in the future. A holistic approach to educating them will make

them more compassionate, adaptive, and emotionally balanced to tackle inexperience
and unforeseen situations. This will ensure that they will find out innovative
solutions to these complex problems quickly.

2) Efficient academic delivery model:

Institute's academic delivery model will be the right combination of standardization
and innovative pedagogy. Standardization will ensure consistency in quality while
innovative pedagogy will ensure that the students become more and more
adaptive to changes.

3) Potential of new age technologies:

New-age technologies are the real hub of opportunities. Rest all are low-hanging
fruits. These new-age technologies will create a lot of employment opportunities for
students. The institute will focus on creating a niche by preparing students for these
opportunities through trained faculties who will take up their research in these
thrust areas. Faculty's applied research in these areas will fetch them consultancy
and MDP opportunities in these new-age technologies.

4) Contemporary and applied research:

Faculties inclined more towards applied research in new-age technologies rather
than only academic research will be the base for creating a niche for the institute in
students' employment, consultancy, and MDP opportunities. A combined effect of all
these results will be DYPIMR's institutional excellence.

In line with the above DYPIMR has formulated the following Mission Statements.

Mission Statements:

? To nurture innovative and agile leaders through holistic and experiential education

? To develop an efficient academic delivery model through the right combination of
standardization and innovative pedagogy

? To harness the potential of new-age technologies for employment opportunities as
well as avenues for MDP and consultancy

? To develop contemporary and applied research as a base for creating excellence.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strengths of an institute are all positives about the institute as seen from the point view of stake holders.
Strengths help an institute to take maximum benefit out of opportunities available and create a niche in value
delivery process. Following are the important strengths of DYPIMR.

- Management of the institute is very visionary and committed for quality of education emphasizing
  global quality education at par with international standards.
- Different boards governing the institute – Governing council, Advisory Board, College Development
  Committee etc. are well experienced having a fair representation from industry and academia.
- All eligible programs of the institute are NBA Accredited (MBA accredited four times and MCA
  accredited once)
- Institute is NAAC Accredited with A grade (3.29 points on a scale of 4.0) for five years from 2017 to
  2022.
- Institute has received recognitions through quality audits (IIC, SPPU etc.)
- Institute has maintained more than recommended number of experienced faculty members across all

programs that value mentorship, collaboration and leadership
- Institute has an excellent Industry-Academia interface which is evident through various partnerships for training, placements, research, mentorship, skill development etc.
- Institute has an excellent infrastructure facilities which not only comply the AICTE mandate but also give the students a feeling of state of the art corporate facility
- In view of the IR 04, the future of career opportunities belong to technology and application of technology in every field. DYPIMR has a strength of offering both management as well as technology programs in the same institute creating innumerous opportunities for careers in new age technologies in both MBA and MCA programs through a lot of interdisciplinary research and trainings
- Institute is very well strategically located between one of the biggest manufacturing hub of India (Pimpri, Chinchwad, Nigdi, Akurdi, Bhosari, Chakan industrial area of Pune) and one of the biggest IT hub of India (Hinjewadi industrial area of Pune).

Institutional Weakness

Weaknesses of an institute, from stake holder's perspective, are the limitations which institute should overcome by using it's strengths. Following are some of the weaknesses of the institute which the institute has already started working on to overcome.

- Lesser emphasis on cutting edge research that addresses real-time problems
- Lesser emphasis on generation of IP
- Limited Student/Faculty exchange programme
- Less Faculty exposure at international platforms
- Limited facility of outdoor sports

Institutional Opportunity

Opportunities of the institute are the positive possibilities which are mainly created because of external environment. The institute has identified following opportunities for which the institute has already started gearing up for taking maximum benefit.

- DYPIMR would like to improve the academic model by enriching curriculum in view of NEP 2020 through interdisciplinary and multidisciplinary courses, value addition courses etc. and improve academic delivery model. These things will be possible by applying and acquiring an Autonomous institute status. The institute looks at it as a very vital opportunity.
- The institute plans to encourage contemporary, applied and cross functional (management and technology) research leading to increased numbers of patents, copyrights, start-ups, entrepreneurs, consultancy projects and MDP assignments
- The institute understands and acknowledges the importance of students and faculties taking part in various events and competitions in outside world at national and international level.
- The future is less about competition and more about cooperation. The institute plans to increase number of MOUs to promote faculty and student exchange programmes nationally as well as internationally.
- Covid has taught us all the power and importance of already existing technology based education which goes beyond the physical boundaries. The institute plans to design and conduct ODL and blended courses for Management as well as Technology faculty and students
- NEP 2020 and IR 04 highlights importance of cross functional courses which become very apt for

institutes like DYPIMR where this opportunity becomes even more conspicuous because of role of technology in management. The institute plans to design and conduct such cross functional courses for students as skilling opportunities and for faculties as upskilling / re skilling opportunities

- The institute has a wide base of alumni. It plans to strengthen alumni relations and communication, to advance its mission and goals
- The institute plan to develop Branding strategies to promote institute's International Visibility and Reputation which is a big opportunity as India is being explored more as a favourite destination for international students

Institutional Challenge

Challenges for an institute are the areas of concern which are mostly posed due to external environment. The institute sees following as challenges and has a plan to convert them either into opportunity or to safeguard it's interest by insulating itself from the potential challenge.

- Absence of academic autonomy: The institute being affiliated to SPPU, doesn't have an autonomy and hence there is a challenge to create a conspicuous distinction in value proposition and value delivery model. The institute plans to overcome this challenge by going for institutional autonomy.
- Fast changing needs of industries: Change is an internal phenomenon but the speed of change in current environment is tremendous, as much as it was never there earlier. This phenomenon is expected to only accelerate rather than otherwise. The institute plans to overcome this challenge by focusing on innovation, adapting to the best practices in the industry and institute's ability to reduce the response time to stimulus.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute follows the curriculum notified by SPPU as per AICTE norms. The syllabus revision has been done in the year 2019 where CBCS (choice based Credit System) has been introduced. Flexibility is ensured by implementation of CBCS. The Director is member of BOS and 10 faculties as members directly contributed for curricular development and revision. Faculty are involved in co-curricular design, implementation as well as university examination evaluation practices .Effective curriculum delivery is ensured through well planned procedures and executed in systematic manner through academic calendar, workload distribution, staff orientation, LMS, continuous concurrent evaluation is done for internal assessment and external exams are conducted by university . Review and monitoring is done periodically for effective curricular delivery and evaluation are done by HOD, Academic committee, IQAC and Director.

Curriculum enrichment and Feedback

Curriculum imparts the knowledge, skills and competencies to the students during study and for the same along with the prescribed syllabus institute offers content beyond activities like employability skill Programmes &

trainings enriches the curriculum through value additions & Certifications. The Course outcomes of various courses are developed so as to derive maximum potential benefits out of it. The course outcomes also ensure the attainment of different Program Outcomes (Pos). Institute has offered 43 add on courses and co-curricular activities as per guidelines to address topics on recent advances and beyond curriculum trends. It is to ensure enhanced knowledge, skill and competencies. Both the programmes offer experiential learning through project work/field work/internship and around 98 % of students have completed those internships.

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum through different courses as well as through co-curricular and extracurricular activities.

Online/offline feedback is taken from stakeholders as per guidelines on curriculum design and is analyzed and action taken report is made available on website

Teaching-learning and Evaluation

Student Enrollment

Institute has great intake with nearly 99.76% enrolment of students for all of its programmes. The admissions are directly done by DTE Government of Maharashtra through state level common entrance tests based on merit cum reservation counseling. The institution respects its commitment to diversity, access, and inclusion by admitting eligible candidates for reserved seats (SC, ST, OBC, Divyangjan, etc.). Average percentage of students admitted from reserved category is 81%.

Student Teacher Ratio

The teacher-student ratio is **1:20**.The Institute has a strong belief in the use of student-centered teaching methods to promote active participation and problem-solving skills as part of a participative learning approach. It includes online case-study, webinars and seminars, online competitions and workshops.

Teaching- Learning Process

LMS is used for academic planning and monitoring. It also provides interactive, participatory, experiential, problem-based, and ICT-enabled learning to enhance student learning and promote self-directed learning. **For experiential learning** it provides center of excellence programs, summer internships, industrial visits, webinars, and online workshops such as 3D animation. **Participative Learning** through Institution's Innovation Council, enrollment in online courses through platforms like Swayam / NPTEL, and participation in Tech Fest

events. These programs aim to foster critical thinking, problem-solving, and teamwork among students, helping them develop a deeper understanding of their field of study. **Problem Based Learning** tools such as AMCAT and Case-studies that simulate real-world scenarios.

Teacher Profile and Quality

The institute has highly qualified, competent, and experienced faculty members who have been recruited as per the sanctioned posts and are retained through a healthy and interactive work culture. Faculty student ratio is 1:20.

Evaluation Process and Learning Outcomes

Examination and evaluation process is followed as per affiliating university guidelines. Director, College Exam Officer, and Exam Committee ensures adherence to exam schedule and timetable. Transparency, robustness and fairness are maintained in the conduct, monitoring and assessment of examinations.

The **COs/POs** are displayed on the website and their attainment is measured. The average pass percentage of final year students is **95.30%** which is better than university average. Students have secured good university ranks.

Research, Innovations and Extension

Dr. D. Y. Patil Institute Of Management and Research, we are committed to achieving excellence in research and to ensuring that our research contributes to the well-being of society. We seek to provide a creative and supportive environment in which ideas are generated and can flourish. We believe that research, consultancy, and extension activities are integral part of the academic programme and promotion of research has been synthesized in its academics. So activities like Idea competition, e-poster competition with Innovation as theme, Guest lecture sessions , Participation in Smart India Hackathon, Essay competition with Startup as theme, Business Plan Competition and many more have been carried out in last 5 years.

The faculties at Dr. D. Y. Patil Institute of Management and Research, Pune are continuously engaged in publication of books and chapters in edited books on their subject areas of expertise. The faculties are also carrying out research work in various thrust areas and attend various national conferences to present their research work resulting in papers published in conference proceedings Our faculties are actively engaged in research and are participating as resource persons and delegates.

A few of our Institute faculties are recognized as research guides. A research committee is put in place and yearly research related activities are carried out. The institution has good infrastructure for research activity. The institution has been conducting periodic International/National level conferences for the benefit and

promotion of research. Our faculty and Students to involve in article presentations/publications and establishing collaboration for research activity. The institution has created a platform to have active interaction between the faculty, students and the eminent researchers through invited lectures as well as during conferences. Many teachers have published text books, research papers in Journals and conferences. The faculty has published 11 books and 37 papers published as conference proceedings in the last five years. Our faculties also have Patents to their credit. More than 69 papers have been published by the faculty of the institute in peer reviewed journals from the past five years.

Infrastructure and Learning Resources

Adequate infrastructure facilities are keys for effective and efficient conduct of the
educational programmes. DYPIMR encompasses a well maintained lush green campus spread over acres of land ensuring adequate availability and optimal utilization of physical infrastructure for teaching learning activities. Each class room has the computer system, LCD projector, LAN and internet facility, audio video facility, accessibility of library database. The College has ICT Classrooms where the provision of Multimedia learning, Wi-Fi connectivity andinternet access. The Institute features an air-conditioned seminar hall available to students. Theentire campus is Wi-Fi enabled with 24/7 internet facilities to the students and staff. The institute has Indoor and Outdoor Sports Facilities. Every year the Institute organizes "SANKALP SAPTAH" as a Cultural Fest.
Library: In conformity with AICTE Norms, the Institute Library has 449.2 sq. meter
area with seating capacity of 100 students/faculty members in the reading room. The institute has subscribed Print Journals, Databases for E-journals (EBSCO, DELNET), E-books (EBSCO), and Harvard Business Case studies. The institute has membership of Jaykar library, SPPU Pune.
There are 8429 Titles, 24591 Volumes, 10989 e-Books, 8369 e-Journals available with the
Institute. The institute library is fully automated with AutoLib software also has Special
software like Mendeley. Online e - journal and e-books facility through Databases like EBSCO:e-books business core collection, Business Collection, Computer Applied Science (E-Journals), Harvard Business Student Package (Case Studies). DYPIMR has constituted an IT cell to take care of hardware and internet connectivity and Software Development Cell to take care of software installation, creation of new software and their maintenance. Institute campus has a structured LAN facility; the whole network is in 3 tiers architecture comprising the core, distribution and access. All the end users/workstations are
connected through 100/1000 base ports. 1000 Mbps MPLS connectivity from TATA
Communication. Campus network currently uses 250 VLANs with current configurations. Wi-Fi enabled with 24/7 internet facilities.The campus infrastructure is fully maintained through a channelized mechanism. Institute has updated AMC for Fire, Lift, Cleaning, Security etc. Institute spent ample amount on the expenditure related to the Maintenance of Campus Infrastructure.

Student Support and Progression

Student support and progression are of utmost importance in any educational institution, and our institution has taken significant steps to prioritize these aspects. At the core of our approach lies the belief that students are the primary stakeholders in the institution, and as such, we must implement student-centric practices to ensure their success.

One of our primary goals is to empower our students. We have designed measures that promote inclusivity, skill development, and social inclusion, all of which contribute to a supportive environment for our students.

Our institution has internalized practices that emphasize financial incentives and welfare measures for students, which are reflected in the institutional processes.

Upon admission to the college, we provide students with access to a range of facilities to support their development. We offer indoor and outdoor sports facilities, encourage participation in co-curricular activities, and provide financial assistance to deserving students through college and government-sponsored scholarship schemes. We also assist students in benefitting from these schemes by providing them with the necessary information in the prospectus, according to government norms.

We take great pride in our student support services, which are regularly updated and highlighted on our website. These services contain information about the different committees of the college, annual calendar, library facilities, sports activities, scholarship and free ship support systems, and career counseling, among others. Additionally, we publish a biannual newsletter that showcases our students' academic, co-curricular, and extracurricular activities to celebrate their achievements.

Our institution conducts several co-curricular, extracurricular, and sports activities to facilitate holistic development and help students emerge as socially mature individuals. Many of our students have cleared competitive examinations and progressed to higher levels of learning or employment, a testament to the effectiveness of our approach. We also offer coaching and remedial classes to support students who may need additional assistance.

We have established a career counseling and placement cell to guide our students towards better career prospects and provide job opportunities through campus interviews. Our large pool of alumni also visits the college to support our students' placement.

We understand that female students may face unique challenges, and we have developed a women development cell (IIC) and a girl's rest/recreation room to provide them with additional support and care.

In addition, we have granted membership to students in various administrative bodies, such as the Grievance and Redressal Committee, Magazine Committee, Placement Committee, Library Committee, Sports Committee, and IQAC of the College. This approach ensures that students have a voice in the decision-making processes of the institution and promotes their overall well-being.

In conclusion, our institution places a strong emphasis on student support and progression, with a range of initiatives and programs in place to ensure our students' success. We believe that our student-centric approach has contributed to increased retention rates and higher rates of student success. We will continue to prioritize our students' needs and evolve our practices to meet their evolving needs.

Governance, Leadership and Management

The Institute believes in the holistic development of students and thus has a well-defined vision and mission. The Institute has hierarchical organogram enabling decentralized framework that operationalizes the plansformulated by various statutory bodies including Governing Body, College Development Committeeand non-statutory bodies likeAcademic Cell, Research Cell etc. Through the effective leadership of the Director, deployment of strategic planinvolves active participation of faculty, students and other stakeholders. Institute

conducts various curricular and co-curricular activities as stated in Strategic plan (2019-2024).

e-governance: The Institute has well defined e-governance policy that helps in the operationalization of administration, Students support, finance and examination through ERP for effective teaching and learning process.

Financial support to teachers: Teaching staff are provided with financial assistance for participation in conference, faculty development programme (FDP) etc as mentioned in research policy of the Institute.

Participation in FDPs: Teaching and non-teaching staff are motivated to attend FDP/ administrative training to enhance their professional skills. Moreover, Institute organizes many conferences, FDPsand other trainings programs.

Staff welfare and appraisal: Institute has effective policies and mechanism of welfare forall staff to ensure that good personnel are retained and new are also attracted to be a part of the Institute.Also teaching and non-teaching staff are evaluated through structuredperformance appraisal system.

Finance Management: DYPIMR is a self-financed institution managed by a charitable trust. The expenses likesalary, academic, administration and other expenses are met mainly through the student fees. The institution receives scholarship and the grants received by the institute are utilized for the purpose it is sanctioned by the concerned agency (Government or Non-Government).

Quality Assurance

The Internal Quality Assurance Cell (IQAC) emphasizes on continuous improvement by regularly taking quality initiatives, implementing sustenance and enhancement strategies. It encourages innovations in teaching learning, evaluation and continuous skill upgradationresulting in improved student academic performance. It also enhancesquality in research and entrepreneurship training and helps in community engagement, promoting social awareness among students nurturing creative instinct in the students. Institute has participated in NIRF ranking. MCA and MBA department has got NBA accreditation.

Institutional Values and Best Practices

Institute through its policies, plan and activities commits itself to an exhibition of organizational values as follows.
Gender empowerment: The institute's action plan meets gender sensitization requirements. The annual Gender Sensitization Action Plan facilitates gender equality policies and projects. Female faculty members are an integral part of the administrative and academic committees. Female students are integral parts of various student committees. Safety, security, and counseling services were given to female employees and students.
Eco-friendly initiatives, waste management, and audits: The institute has given importance to environment sustainability; waste management, energy management, rainwater harvesting, etc. Eco-friendly initiatives including Solar energy, and E-waste management are practiced. Institute is, ISO-14001:2015, Green Education Campus certified. Green audits and energy audits are done routinely to ensure a sustainable environment.
Divyangjan facilities: Institute has provided disabled-friendly facilities by providing ramps/lifts for easy access to classrooms, disabled-friendly washrooms, appropriate sign-ages, assistive technologies, and facilities.
Inclusiveness: The institute welcomes diversity and practices inclusivity in all spheres. Instilling high values and ethics among students and employees is an important aspect of the institute. The institute celebrates

national/international /commemorative /events and has established a code of conduct for students, teachers, and administrative staff. Institute's persistent best practices have led to its distinctiveness as follows.

Best Practices

Two best practices that the institute follows are

01) ????????? (Institute Industry Connect - Campus to Corporate)

and

02) ???????? (Reformed Teaching Learning through Co-curricular activities)

Students are beneficiaries of best practices as they have experienced an increase in employability quotient because of content beyond the curriculum, regular knowledge transfer from working professionals, the simulating environment through co-curricular activities, etc. Many accolades, student placements, and progression are evidence of the successful implementation of the best practices.

Institutional distinctiveness The institute's distinctiveness is "Providing a quality education for fostering the digital

growth of the society" which is achieved through offering the one and only MBA-Digital

Marketing program under SPPU, Digitalizing practices of the institute, and providing

certifications and skill development training for students in fields like Marketing Analytics,

Financial Analytics, HR Analytics, Data Engineering Data Science, etc. Institute's

distinctiveness is also in the conservation of the environment and increasing the social quotient of students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Dr. D. Y. Patil Unitech Society's Dr. D. Y. Patil Institute of Management and Research
Address	Sant Tukaram Nagar, Pimpri, Pune
City	Pune
State	Maharashtra
Pin	411018
Website	https://imr.dypvp.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Director(in-charge)	Meghana Bhilare	020-27805294	8275473192	-	director.imr@dypvp.edu.in
IQAC / CIQA coordinator	Rupal Choudhary	020-27805295	9425074777	-	iqac.imr@dypvp.edu.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Savitribai Phule Pune University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	[View Document](#)	02-06-2022	12	NA

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Sant Tukaram Nagar, Pimpri, Pune	Urban	0.5	3743.91

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
PG	MBA,Business Administration	24	Graduation	English	180	180
PG	MBA,Business Administration	24	Graduation	English	60	54
PG	MCA,Computer Application	24	Graduation	English	120	120

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				3				5				27
Recruited	1	1	0	2	1	3	0	4	7	20	0	27
Yet to Recruit				1				1				0

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Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				21
Recruited	18	3	0	21
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				9
Recruited	8	1	0	9
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	1	3	0	0	6	0	12
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	6	14	0	20
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	4	0	0	4

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	494	54	0	0	548
	Female	224	27	0	0	251
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	27	14	14	10
	Female	11	12	9	10
	Others	0	0	0	0
ST	Male	10	4	2	2
	Female	7	3	6	3
	Others	0	0	0	0
OBC	Male	59	23	21	25
	Female	34	18	20	20
	Others	0	0	0	0
General	Male	107	86	83	74
	Female	66	62	69	67
	Others	0	0	0	0
Others	Male	26	15	11	14
	Female	13	3	5	12
	Others	0	0	0	0
Total		360	240	240	237

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The National Education Policy (NEP)–2020 focuses on skill, competencies and relevant knowledge befitting the 21st century and Industrial Revolution 4.0. A multidisciplinary education on cognition, skills, social, physical, emotional and moral development leading to holistic personality development is the focused theme. This kind of comprehensive learning is advocated in a methodical way in all of the programmes, whether they are professional, vocational, or technical. They must mainly aim at employment, entrepreneurship, innovation and placement. Dr. D. Y. Patil Institute of Management and Research was established in 1994 by Dr. D. Y. Patil Unitech Society (DPU) founded by

	Padmashree Dr. D. Y . Patil and nurtured by Hon. Chairman Dr. P. D. Patil. The society is committed to impart quality education of international standards. DPU under its aegis offers a wide range of programmes (Medical, Dental, Ayurveda, Homeopathy, Nursing, Physiotherapy, Management, Pharmacy, Engineering, Hotel Management, Arts, Commerce and Science, Law, Education, etc.). Our institute is already offering professional degree programmes i.e MBA, MCA and MBA – Digital Marketing. The institute has already implemented choice based/elective pattern as per the guidelines of UGC/Savitribai Phule Pune University and the curriculum is competence and outcome based. Emphasis is given to industrial training, summer internship as well as research projects based on field studies/industrial visits. For the integration of management and technology, the institute has introduced Business Analytics Specialisation in MBA, offers Analytics certifications as value addition in the domains of marketing, finance and HR, started a new program MBA – Digital Marketing and also offered certifications in Data Engineering to Business Analytics specialization students of MBA. Additionally, collaborative research work in association with industries and academic institutes, and various co-curricular activities enhance the scope of multidisciplinary approach. The institute is already practicing a multidisciplinary/interdisciplinary approach by giving due importance to innovative interdisciplinary research projects. However, since the institute is governed by AICTE and as per their regulations there is no lateral exit. The institute also intends to introduce integrated masters programmes in management and technology with concurrence of Statutory Regulatory Agencies. Thus, the vision of the institute has realized the salient features of NEP.
2. Academic bank of credits (ABC):	The institute has positively responded to the new Academic Bank of Credits concept that was presented in NEP 2020. In this regard, we had registered our institute on www.nad.digilocker.gov.in site and identified one of our faculty Prof. Amit Shrivastava, Chief Examination Officer as a Nodal agent. At the time of registration, we had downloaded the required 15 templates, beginning with the SSC marks sheet and continuing all the way up to degree certificates. Moreover as per the guidelines of the

	affiliating University regarding NAD, the students have been educated on the goals and significance of such efforts, and relevant connections have been supplied to them. The students will receive assistance in this regard from both the exam section and their respective class teachers. The institute shall act in accordance with any additional essential instructions or directions, as and when they are sent to it by the relevant authorities. The institution is willing to introduce dual degree / twinning programs with credit transfer facilities. Institute shall take necessary steps for the preparation of the same.
3. Skill development:	Apart from imparting professional PG programmes, we are also offering add-on certificate courses which cater to the need of vocational education in the chosen area of specializations. Value education is to be inculcated through co-curricular and extracurricular activities, our institute is focusing on the overall development of students by providing human orientation and experiential learning on human values, societal concern, and environmental awareness. Extra-curricular Committees along with Rotaract Club and Unnat Bharat Abhiyan team are actively engaged in social activities. Owing to their constant encouragement, a large number of students are actively involved in various social activities and showcase their responsibilities towards society. The universal values are inculcated by organizing various social activities like blood donation camps, tree plantation drives, LGBTQ community awareness & sensitization, clothes and food donation drives etc. The students also take up the mandatory course on constitution prescribed by the affiliating university. The Institutional Innovation Council organizes lecture series and conducts various activities which provide a platform for the students to nurture their startup and entrepreneurship abilities. The institution is also planning to start a course with NSDC in this aspect. Our Training and Placements Committee oversees technical and soft skill trainings through in-house and external collaborations and are imparted through various, Customized Training Programs, Add-on Certificate Courses, Hands-on Training workshops, Entrepreneurship skills and Seminar/Conference/FDPs, enriching employability skills, interpersonal skills, communication skills. The Institute's two Centers of Excellence effectively

	handle the responsibility of skill development of students in the areas of cybersecurity, Data Engineering, .NET and Devops.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The institute is governed by AICTE/SPPU regulations and their curriculum and hence it is imperative that all MBA and MCA programme adhere to the use of the English language as the medium of communication. However, during remedial and tutorial classes, efforts are made by the subject teacher to explain the difficult concepts in regional/national language. The college, on the other hand, observes significant days such as Hindi Bhasha Divas and Marathi Bhasha Divas in order to raise awareness of India's national and regional languages as well as the culture that is linked with each of those languages. We also propose to offer a certificate course in Marathi for outside state students. The college annual cultural festival known as "Renaissance" and inter collegiate competition hosted by the institute "IntCoco" include a variety of Indian dance, drama styles as well as musical performances in Marathi as well as Hindi languages. Many a times the role plays related to various on field or office situations simulated in classrooms are encouraged to be performed in Marathi and Hindi languages since in practice local and national languages are most frequently used in these situations. Thus the Institute devotes all of its efforts to the incorporation of the Indian Knowledge system into its operational culture and to the dissemination of this knowledge.
5. Focus on Outcome based education (OBE):	Competency/Outcome-based education, often known as OBE, is an approach that is performance based and has recently emerged as a prominent model for the reform of education on a global scale. Our institute has adopted the outcome-based education model notified by SPPU/AICTE. The POs, COs, PSOS and their attainment has been worked out in accordance with the requirements of the National Board of Accreditation and the All India Council for Technical Education. Exams and other forms of student assessment play a significant part in determining the overall quality of an educational experience. They are required to not just evaluate the accomplishments of the students (and their grades), but also to determine whether or not the specified learning goals have been attained. It is essential to demonstrate that accurate and reliable evaluations have been conducted in order

	to demonstrate that programme objectives and results have been achieved. The following reforms were introduced in evaluation 01) Drafting of question paper by including incorporating Revised Bloom's six levels of competencies within the cognitive domain 02) Assessment and attainments of Course outcomes and Programme outcomes and their mapping The institute's current assessment and evaluation methodology is in line with the requirements of NEP 2020, and any new inputs will be applied in accordance with the recommendations provided by competent authorities.
6. Distance education/online education:	SPPU, the affiliating University offers a variety of online courses which students are opting as per their interests. Offline or Face-to-face classes were suspended during COVID-19. Our faculty and students adapted to the lock down situation positively and maintained academics through online classes Following initiatives/methods were employed to deliver online education Multiple ZOOM PRO systems were subscribed for theory and practical classes, providing uninterrupted sessions. Students received lecture notes and presentations via ERP. Online sessions helped slow learners. Whatsapp gps enhanced student communication and comprehension. Content beyond syllabus and recent advancements were delivered by organizing Webinars/Workshops which included the experts from industry and academia through ZOOM, Google meet and Microsoft Teams platforms. Students' learning efficacy was tracked using moodle, kahoot, mentimeter, google forms, etc. Continuous assessments were conducted by short presentations, posters, and flier preparations. Internal examinations were conducted through ERP platform and LMS portals. The mode of examinations conducted were of Multiple Choice Questions and Subject based assessments. Before the online University examinations, students were trained on the revised examination pattern by conducting preliminary examinations through online mode. Students were encouraged to undertake online skill development courses through ODL Coursera, SWAYAM/NPTEL Platforms. International and National level Faculty Development programmes, conferences and Employability skill tests etc were conducted using online platforms. Online placement support was

<table>
<tr><td></td><td>provided by delivering orientation on CV preparation, performing online skill tests and interviews, and organizing Pool campus and Campus drives utilizing online platforms. Now online and offline modes of teaching are also included in NEP. The Institute promotes online education through organizing national and international FDPs, certification courses. The liberalization of the economy, including educational institutions, has paved the way for 'PHYGITAL' learning, which integrates online and offline resources. According to the New Education Policy, this is the new normal. Our institute is ready to adopt NEP2020's Digital Education Policy due to the aforesaid facilities and practices.</td></tr>
</table>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The founding member Hon. Dr. DY Patil was a philanthropist and a political scientist. He Founded the ELC very early on in the parent institute to foster electoral literacy. The institute under assessment has set up a mechanism driven- Electoral Club that aims to impart awareness about citizen rights, the duty of voting as a citizen. Vision of DYPIMR ELC: To create young voters through Electoral literacy Club and increase the participation of the student community in Democracy. DYPIMR ELC involves its students through interesting activities and hands-on experience to sensitise them on their electoral rights and familiarise them with the electoral process of registration and voting. Our ELC ensures students from rural communities participate regularly. At DYPIMR ELCs' learning meets fun! Activities and Games are designed to stimulate and motivate students, provoking them to think and ask questions. Through ELC, we forward the vision of Election Commission of India, to strengthen the culture of electoral participation among young and future voters.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The ELC's are functionally and fully operative in on-campus mode. The institute elects co-ordinators among students on rotational basis each semester and faculty members to act as a coordinator for ELC based on selection by the HOD's. The selection of co-

	ordinators is done in a manner that all the sections of the society are equally represented through the students and faculty members. A Nodal Officer is appointed from the administrative staff to ensure the Agenda of the ELC IS In line with the Election Commission of India. The ELC is representative in nature.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	A plethora of programs are rigorously implemented by the ELC on a Monthly basis . Some of the programs undertaken are: 1. Electoral awareness Camps amongst industrial slums of Pimpri MIDC.(Off Campus). 2. Slogan Contest for Democracy (On Campus). 3. Voting awareness amongst women voters through Rotaract Club(On/ Off Campus) 4. Debate and Discussions on Future of Democracy.(On Campus) 5. Assisting the ward level arrangements if voting done in campus premises 6. Workshop by Young political leaders on Ethical Practices in Voting 7. Art & Sensitization competitions unity in Democracy. 8. Talks by faculty members on Changing perspectives of voters in New-Age democracy.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	1. Virtual Awareness Campaign in the institute on "Panch Pran" agenda of the government. 2. Preparing women leaders in democracy by encouraging girl students to participate in social upliftment activities through Rotaract Club 3. A voting helpline kiosk managed by institute and students during electoral week. 4. We are in the process of developing a digital application with the students of MCA department that collects data of the students from campus who has voted and records their expectations from the government. 5. Ensuring the nation –building agenda of the government and importance of voting reaches the last student of the institute by different symbolic representation of Voting as a duty in campus premises and classroom environment.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	A strong mechanism is in place to ensure students enrol as voters, during admission process a valid Voter Id number is asked from the student and is added to the institute records. The student also fills a manual form and furnishes details of Locality, ward and voting history. The institute grants leave and permission for the students to visit their hometown for voting and celebrates all the students who have voted by presenting a "I decide in Democracy"

	Badge. The students who have participated in the voting process get an opportunity to lead events of the Electoral club and interact with different politicians which improves their social etiquette and communication skills. (Kindly attach google form survey data of active student voters here, any graphical or numerical representation)

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
727	567	522	443	378
File Description			Document	
Upload supporting document			View Document	
Institutional data in the prescribed format			View Document	

2 Teachers

2.1

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

Response: 62

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
43	27	27	27	28

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
285.38	101.58	252.23	113.86	104.45

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Dr. D. Y. Patil Institute of Management and Research, Pimpri, Pune is affiliated to Savitribai Phule Pune University (SPPU) and hence follows the syllabus prescribed by Parent University. The syllabus revision has been done in the year 2019 where CBCS (choice based Credit System) has been introduced.

- **Academic Calendar**:

- University provides the timely guidelines for the effective implementation of the curriculum in the form of Academic Calendar.
- As per the timelines & the calendar provided by the parent university institute has an Academic Committee which designed its own academic calendar for the respective term.
- At the beginning of every academic year, the institute chalks out an academic calendar for each department which consists of curricular, co-curricular and extracurricular activities for effective implementation and delivery of curriculum.

- **Teaching Workload**:

- The academic Committee in consultation with the Director finalizes the teaching workload of all faculty.
- The curriculum offered by SPPU is well planned and the institute's faculty participates in Syllabus Design Activities at University level. Faculty members are encouraged to participate in various conferences & FDP's to update their knowledge.
- Subject teacher plans the curriculum delivery submits the course Plan and deliver it with conventional as well modern pedagogy tools.

- **Induction & Orientation programs**:

- The Induction & orientation Programs are timely organized to acquaint newly recruited faculties & students about the institutional policies. Where the Director addresses the newly admitted students.

- This program orients the students about facilities available, code of conduct and discipline, add-on courses and extra-curricular activities.
- The course begins with Bridge courses .

- **Academic Planning & Monitoring**:

- All academic related activities like Lesson Plan, Attendance, Assignments, and Online Tests are conducted & monitored through the Campus ERP.

- Curriculum imparts the knowledge, skills and competencies to the students during study and for the same along with the prescribed syllabus institute offers content beyond activities like employability skill Programmes & trainings enriches the curriculum through value additions & Certifications.
- A comprehensive Course plan is prepared by every faculty which includes the delivery of lectures, tutorials, practical & concurrent evaluation which includes the Course Outcomes and it's mapping to Programme Outcomes.
- Monthly Academic Meetings are conducted to review the Syllabus status.
- ICT is used for effective teaching by the teachers of both the departments.
- Remedial & Revision Classes are given to slow learners and advance learners are motivated to participate in National Level events like Hackathon.
- Mentor-Mentee is implemented for identifying problems of the students regarding academic, social and financial issues and making them feels at home in the institute.

- **Concurrent Evaluation**:

- Continuous Concurrent Evaluation is conducted by the Faculty throughout the semester.
- The compliance of the curriculum is communicated to the Director through the Head of the Department and at the end of term the performance of the students is verified by examination.

Thus the institute ensures effective curriculum planning and delivery through a well-planned and documented process

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years

Response: 43

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

1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years

Response: 81.95

1.2.2.1 **Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
605	432	441	344	339

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

1.3 Curriculum Enrichment

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

Response:

The Institute follows curriculum prescribed by SPPU and integrates various socially relevant cross-cutting issues like ethics, human values, environment, etc., to sensitize the students

Human Values and Professional Ethics:

The institute focus on the holistic development of students by imparting sessions through curriculum and beyond the curriculum to inculcate Professional ethics and impart Value based education in line with the Vision of the Institute. Human Rights I & II is a compulsory Course for all Management Students of SPPU in Semester 1 & 2 .Human values and Professional Ethics are addressed through the course "Indian Ethos & Business Ethics "offered in the IV semester of MBA programme. "Introduction to Constitution" which is offered to III Semester students of MBA & MCA Programme makes the students aware about the Constitution. "Contemporary Frameworks in Management" covers one's values in terms of Emotional Intelligence.

Another course that is being offered to students of MBA & MCA Programme is "Information Security"

& Cyber Security which provides awareness about cybercrimes and cyber laws. "MS-Excel is being offered to students to upgrade their technical skill in terms of understanding the importance of Database. Soft Skill is an integral Part of MCA curriculum in each semester. "Skill Development" & "Verbal Communication Lab" has been included as a part of MBA curriculum.

Institute celebrates days of National and International importance as Republic day, Women's day, Independence Day, Teacher`s day, Human Right Day, International Yoga Day etc. Apart from the above, the Institute helps its students to develop themselves through "Rotaract club" which organizes various sessions of experts in reference to professional Ethos, Human Values, Gender Equality and also many social activities like tree plantation, cloth donation, yoga and donation to orphanages.

Environment and Sustainability:

The issues of Environment and Sustainability are addressed through the course "Corporate Social Responsibility & Sustainability" offered to MBA students in the IV semester to sensitize students towards various aspects of society.

Gender equity:

The Institute takes efforts to create a congenial environment free from gender discrimination through mutual respect. Various programs are conducted for girl students such as organization of dance competition, health check up camps, women's day celebration, Women Empowerment programs, Breast Cancer awareness sessions, save girl child campaign, Essay and poster exhibitions, wall paper presentations, etc. Importance of gender or society is also covered as an important part of curriculum through "Business Government & Society" as a part of II Semester syllabus where students are educated regarding the importance of gender ratio and equality between them, importance of oneself in society.

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

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

Response: 44.02

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

Response: 320

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

1.4 Feedback System

1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)

Response: Yes

File Description	Document
Upload supporting document	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 99.76

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

2021-22	2020-21	2019-20	2018-19	2017-18
360	240	240	237	180

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

2021-22	2020-21	2019-20	2018-19	2017-18
360	240	240	240	180

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)

Response: 72.42

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

2021-22	2020-21	2019-20	2018-19	2017-18
129	128	80	80	61

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

2021-22	2020-21	2019-20	2018-19	2017-18
175	128	128	128	101

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

2.2 Student Teacher Ratio

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

Response: 16.91

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 using ICT tools

Response:

At DYPIMR, there is a strong belief in the use of student-centered teaching methods to promote active participation and problem-solving skills as part of a participative learning approach. This approach incorporates various strategies such as online case-study, webinars and seminars, online competitions and workshops that are specifically designed to engage students in their own learning process.

Learning Management system (LMS):

The DPU-ERP portal (https://imr.dpuerp.in) is a crucial tool utilized extensively by the institute to facilitate academic planning and monitoring. This comprehensive platform is an indispensable resource for various academic tasks, including **course distribution, conducting examinations, and evaluating** student's performance. The portal provides access to a wide range of academic resources, such as **course plans, attendance records, class notes, assignments, and MCQs**.

It also enables students to take **subjective exams, access e-content, and provide online feedback**. One of the most significant advantages of this platform is that it allows students to access their results online, which eliminates the need for physical result sheets. The portal's user-friendly interface and diverse features make it an indispensable tool for the institute, simplifying academic tasks and enhancing the overall learning experience

The institute's teaching approach has moved from traditional classroom to student-centered methods such as interactive, participatory, experiential, problem-based, and ICT-enabled learning to enhance student learning and promote self-directed learning.

Experiential Learning:

Experiential learning at the institute encompasses a range of activities that help students gain hands-on experience and practical skills. These include **center of excellence programs, summer internships, industrial visits, webinars, and online workshops such as 3D animation**. These activities aim to provide students with real-world exposure and enhance their professional development, enabling them to excel in their chosen field.

Participative Learning:

Participative learning at the institute is facilitated through various initiatives that encourage active engagement and collaboration among students. These include online case-studies, access to online resources, participation in the **Institution's Innovation Council (IIC)**, enrollment in online courses through platforms like **Swayam / NPTEL**, and participation in **TechFest events**. These programs aim to foster **critical thinking, problem-solving, and teamwork** among students, helping them develop a deeper understanding of their field of study.

Problem Based Learning:

Problem-based learning at the institute involves a range of activities that challenge students to apply their knowledge to real-world problems. This approach is supported by tools such as **AMCAT and Case-studies** that simulate real-world scenarios. By engaging in problem-based learning, students develop **critical thinking and problem-solving skills**, preparing them to tackle challenges in their chosen field.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.4 Teacher Profile and Quality

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

Response: 100

2.4.1.1 **Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:**

2021-22	2020-21	2019-20	2018-19	2017-18
43	27	27	27	28

File Description	Document
Upload supporting document	View Document

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

Response: 45.39

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

2021-22	2020-21	2019-20	2018-19	2017-18
18	16	16	9	10

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

2.5 Evaluation Process and Reforms

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

Response:

To ensure transparency, efficiency, and timeliness in dealing with examination-related grievances, the institution has a well established and time bound mechanism for Examination and Evaluation. There is an Examination Cell consisting of Director, College Examination Officer and Senior Supervisor in coordination with teachers for smooth conduction of examinations of both internal and external examinations.

At the beginning of the semester, faculty members inform the students about the various comprehensive concurrent evaluation (CCEs) methods in the assessment process during the semester.

Any grievances related to the internal exams are brought to the notice of the concerned teacher and get clarified. The faculty has to satisfy/convince the student with his/her explanation on the evaluation.

As external exams are conducted by the University the Institute has only the duty of arranging the facilities for smooth and fair conduction of exams in the Institute by strict vigilance. The evaluation of the university exams is conducted after coding the answer scripts.

The grievance is resolved in the following manner:

a) **Departmental Level:** The comprehensive concurrent evaluation (CCEs) of students is carried out by faculty regarding theory lectures, labs, assignments, unit tests. The internal marks are allotted based on defined strategies and displayed on the notice board. Any discrepancies regarding the internal marks are discussed with faculty and HOD.

b) **College Level:** The Institute appoints an Internal Senior Supervisor for smooth conduction of University examinations as directed by University ordinance. If students are facing any problems, they are solved by the institution College Examination Officer appointed by the University. The grievances during the conduction of Theory examinations are considered and discussed in consultation with the Director and if necessary forwarded to the university by examination section.

c) **Redressal of grievances at University level**: The queries related to results, Revaluation /Photocopy of answer script, corrections in mark sheets, other certificates issued by university are handled at Examination sections. Students are allowed to apply for revaluation, recounting by paying necessary processing fee to university, College Examination officer addresses their issues. If students are not satisfied about their marks, he/she may apply for an online revaluation form. University provides the photocopy of answer sheets to students regarding any grievances with reference to evaluation. Students can apply for revaluation if he/she feels that evaluation is not correct. In other cases, like an absentee's case, the application of the student is forwarded to university for corrective action.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

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

Response:

Program outcomes are statements that describe what the knowledge, skills and attitudes students should have at the time of graduation from an MBA program. POs refer to the broad learning goals that a program intends to achieve, while COs are specific learning objectives for each course within a program. Course Outcomes (Cos) are Statements indicating what a student can do after the successful completion of a course. Every Course leads to some Course Outcomes. The CO statements are defined by considering the course content covered in each module of a course. For every course there may be 5 or 6 COs. The keywords used to define COs are based on Bloom's Taxonomy. Attainment of these outcomes is critical for ensuring that students receive a high-quality education that prepares them for their future careers.

Attainment of Programme Outcomes & Course Outcomes: The POs are mapped with the COs to attain targeted POs. CO attainment is done through direct assessment i.e. internal assessment **20% weightage**

and external assessment **80% weightage**. Direct measures include comprehensive concurrent evaluations (CCEs) and university exams, while indirect measures include surveys of students and teachers.

The mapping is done on 3 levels and the levels are:

1.   Low correlation

2.   Medium Correlation

3.   High Correlation.

The attainment of POs is typically assessed through a combination of direct and indirect measures. Indirect measures include surveys of students and teachers. These assessments should be designed to evaluate whether students have achieved the specific learning objectives set out for each course. By assessing COs, teachers can ensure that students are mastering the material covered in each course, and that they are on track to meet the broader POs of the program.

Overall, attainment of POs and COs is essential for ensuring that students receive a high-quality education that prepares them for their future careers. By assessing these outcomes, faculty can ensure that the programs and courses are meeting the needs of students and society, and that graduates are well-equipped to make meaningful contributions in their chosen fields.

?   The programme outcomes and course outcomes of all subjects are outlined in the university syllabus of MBA, MCA MBA Digital Marketing.

?   Orientation sessions and workshops have been conducted by the university for the teachers regarding the attainment of POs and COs.

?   The Programme Outcomes and Course Outcomes of all Programmes are disseminated and conveyed to the students during the induction programme and the beginning of the course.

?   The Programme Outcomes and Course Outcomes are also displayed on the college website.

?   The course outcomes of all the subjects are described in 5 to 6 levels as per Bloom's Taxonomy.

?   The question papers are drafted with mapping of course outcomes for theory and practicals.

The Institute has displayed the programme and course outcome for the awareness of all stakeholders in the website.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.2 Pass percentage of Students during last five years

Response: 95.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
306	228	215	135	130

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

2021-22	2020-21	2019-20	2018-19	2017-18
320	233	219	147	145

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.71

File Description	Document
Upload database of all students on roll	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

3.2 Innovation Ecosystem

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

Response:

Dr. D. Y. Patil Institute of Management and Research has established Startup and Innovation Cell (set up under the Savitribai Phule Pune University Guidelines) and MHRD's Institutional Innovation Council (IIC) for creating entrepreneurial ecosystem in the Institute in order to encourage innovation, developing IPR, idea generation and its conversion into prototype. The Institute takes efforts to inculcate innovation among both students and faculty.

Following activities are conducted to boost innovation among the students and faculty:

- Idea competition
- e-poster competition with Innovation as theme
- Guest lecture sessions
- Participation in Smart India Hackathon
- Essay competition with Startup as theme
- Business Plan Competition

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The Institute established Startup and Innovation Cell in the year 2019 and established the Ministry of Education's Institution's Innovation Council (IIC) in year 2021. Both the cells comprise of faculty and students as members and moreover IIC also has external experts as the members. Under its aegis, various entrepreneurial, IPR based and research based activities are carried out for strengthening the innovation based ecosystem. Through these sessions/activities students are encouraged, nurtured and instilled with entrepreneurial skills. Through periodic interactions with innovators, entrepreneurs and people having startups, the Institute believes in taking consistent efforts for inspiring students for taking up startup as a future avenue. Consequently, the students have participated in various competitions including Business Plan competition and Smart India Hackathon. The Institute has a well-defined Research and Development Cell and IPR cell that motivates students to write research papers and provide sessions on IPR. The Institute has also arranged national and international conferences on the topics "Techno-Innovative Practices for Sustainable Business Resilience" and "Redefining Business Management Post COVID: Technology and Economic Challenges" wherein students and faculty have actively attended it and presented research papers.

- The Institution's Innovation Council has to carry out activities according to the MoE's Institution Council (MIC) guidelines. The Institute organizes activities every quarter under the subheads: 1. IIC Activities 2. MIC activities 3. Celebration Days and 4. Self Driven activities.
- Performance of IIC of DYPIMR: In the year 2020-21, DYPIMR established IIC on 29th January 2021. In the first year, the Institute got 2 stars out of 5. Later, for the year 2021-22, the Institute scored 3.5 stars out of total 5. Majority of the faculty members of the council also underwent the basic and Advanced level Innovation Ambassador (IA) training certified by Ministry of Education. Institute has also formulated NISP and has participated in ARIIA.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

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

Response: 55

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

2021-22	2020-21	2019-20	2018-19	2017-18
40	03	06	04	02

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

3.3 Research Publications and Awards

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

Response: 1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	17	09	18	08

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

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

Response: 1.92

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

2021-22	2020-21	2019-20	2018-19	2017-18
28	35	27	21	08

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

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 last five years.

Response:

The institute promotes regular engagement of faculty, students, and staff with the neighborhood community for their holistic development and sustained community development through various activities. The institute promotes service orientation and holistic development of the students through activities conducted in collaboration with NGO's, Community and government agencies. Institute has student's forum named as Rotract Club that focuses and ensure maximum participation of students in social activities. Apart from this institute's ISR committee The Institute organizes a number of extension activities to promote the institute-neighborhood community to sensitize the students and staff towards community needs and social issues.Every Year, programs are organized under which students and staff participate voluntarily in community-based activities with the neighborhood.

Institute organizes various events and activities in the neighborhood community from time to time to imbibe the social responsibility amongst the students such as Swatch Bharat Abhiyan, Water Harvesting, adoption of Village under Unnat Bharat, Distributing of Food to needy, and Visits to Orphanages, Blood Donation Camp, and Tree plantation.

The institute had rigorously running Tree Plantation Drive, Go Green to support governments various schemes of tree plantation to protect and nurture the environment. The orphanages are visited and it's made sure that their requirements are fulfilled. The orphanages visited by institute are DyandeepBalgruh, Snehwan, NachiketBalashram. The visits to these orphanage is being conducted during COVID with minimum staff members. The purpose of visiting these orphanages along with students is to create social responsibility amongst them and to ensure they will be take it forward after completion of their course. The Blood Donation Drive is conducted every year in association with DPU Blood Bank. The Rotract club of Unitech focuses more on societal activities and had conducted activities like food donation to beggars, cloth donation to beggars and underprivileged areas, food donation to street dogs, painting of schools in nearby areas. Cleanliness Drives on forts nearby Pune. As the Rotoract club is run by students body under the guidance of faculty coordinator, the activities are organized and conducted by students that inculcates the various skills like leadership, social sensitization, organizing and planning amongst the students. The societal work of Rotract received the appreciation from rotary club.

All these mentioned activities and events sensitize the students to Social Issues and their role in them. It helps to develop the student community relationship, leadership skills, social skills, perceptual skills, and self-confidence of students. Develop a passion and brotherhood towards community, affected people/animals, and destitute. It also helped in cultivating the hidden personalities of students and creating awareness among students.

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

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

Response:

We at our Institute level carry out many extension activities from government and government recognized bodies. We have not received any award so far but our Institute intends to direct students towards "Nation Building" by encouraging them to participate and contribute to various initiatives by Ministries of Government of India like the Ministry of Skill Development and Entrepreneurs (MSDE), Ministry of Education, Ministry of Ayush, Ministry of Culture along with initiatives from the State Ministry. It is achieved by creating awareness about Governments' hand-holding schemes for professionals like Make in India, Startup India, Stand-up India, Digital India, Skill India, Mudra Banks and so on.

The insights from industry and academic experts are organized on Union Budget and other economic policies by the government to enhance horizon of knowledge with creative and critical analysis. Presentation by students and experts on the country's social and economic sphere of activities are organized at regular intervals to enhance participative learning at Institute. It ensures students' participation in other social activities organized like Azadi ka Amrit Mahotsav, International Day of Yoga, and Run for Unity.

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 organised in collaboration with industry, community and NGOs) during the last five years

Response: 20

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., year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
06	04	03	04	03

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

3.5 Collaboration

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

Response: 23

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

Response:

The College encompasses a well maintained lush green campus spread over acres of land ensuring adequate availability and optimal utilization of physical infrastructure for teaching learning activities.

Classrooms: There are 12 classrooms and 3 tutorial rooms with seating capacity ranging from 30 to 80 students. White boards can be utilized as LCD and marker writing screens. Each class room has the computer system, LCD projector, LAN and internet facility, audio video facility, accessibility of library database.

Technology Enabled learning facility: The College has ICT Classrooms where the provision of Multimedia learning, Wi-Fi connectivity and internet access.

Tutorial rooms: Separate tutorial rooms are there in the college campus for tutorial lectures, doubt clarification and special remedial classes for weak and needy students.

Seminar Hall: The Institute features an air-conditioned seminar hall available to students for a variety of programmes. The seminar room is equipped with a Public Address System (PAS), a smart board, and a podium. It also has Skype/Zoom/Webinar video conferencing facilities.

Reading Room: As per AICTE Norms, the reading room is a part of the library only. No separate provision of a reading room is required. However, the institute recognizes the importance of a reading room and has developed a separate and adequately spacious reading room with best of the sitting arrangement. The reading room remains available for the use of students even beyond library hours.

Library: In conformity with AICTE Norms, the Institute Library has 449.2 sq. meter area with seating capacity of 100 students/faculty members in the reading room. As per AICTE Norms, Institute library is endowed with adequate books, Print Journals, e- journals, e-books, newspapers, multimedia PCs for digital library, document scanning facility and membership of National digital library which forms the backbone of any educational institute.

Internet & Wi-Fi: The entire campus is Wi-Fi enabled with 24/7 internet facilities to the students and staff. Available bandwidth: 1000 mbps (Faculty & Staff Band width). Internet facility is available in whole campus including labs, classrooms, library, offices of all Departments and hostels.

Medical facilities: Our parent society's DR. D. Y. PATIL MEDICAL COLLEGE, HOSPITAL & RESEARCH CENTRE which provides free medical services to students 24 hours a day. Hospital is equipped with 2100 beds. The hospital providing specialized treatment in almost all branches of medicine diagnostics such as sonography, CT scans, MRIs, and robotic surgery etc.

Indoor and Outdoor Sports Facilities

1. **Space for playing**: For the different games space has been allocated so that students can practice. Institute also has MoUs with Bahirwade Sports Complex for using their facilities.
2. **Sports Equipment**: All the required equipment has been made available by the institute to the students for playing indoor games which includes Chess boards, carrom boards, Table Tennis equipment.

Cultural Fest: Every year the Institute organizes **"SANKALP SAPTAH"** in the month of Feb.The cultural and sports activities were conducted every year. Mehandi competition, Face Painting, Singing, One act play, Dance, Carrom, Chess, Cricket were the competitions conducted during Annual Fest.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

Response: 17.91

4.1.2.1 **Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
44.27	5.90	12.73	10.29	80.41

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library

Response:

In conformity with AICTE Norms, the Institute Library has 449.2 sq. meter area with seating capacity of 100 students/faculty members in the reading room. As per AICTE Norms, Institute library is endowed with adequate books, Print Journals, e- journals, e-books, newspapers, multimedia PCs for digital library, document scanning facility and membership of National digital library which forms the backbone of any

educational institute.

The institute has subscribed Print Journals, Databases for E-journals (EBSCO, DELNET), E-books (EBSCO), and Harvard Business Case studies. The institute has also taken membership of Jaykar library, SPPU Pune. The library uses 'DPU Campus ERP' software for its process. The circulation system of books is based on Bar-Code. Institute library is a member of National Digital Library of India (NDL).

Library Services

- Online Public Access Catalog (OPAC)
- Print Journal & Daily News papers
- Digital Library
- Reading Room Facility
- References/ Referral Services
- Bar Code based Issue

Library Details:

Sr. No.	Details	Information
1	Area Library & Reading Room	449.2 Sq. Mt.
2	Total No. of Titles	8429
3	Total No. of Volumes	24591
4	Total No of e-Books	10989
5	Total No. of Journals	84
6	Total no of e-journals	8369
7	Total No. of CDs	485
8	E Resources	DELNET, EBSCO

Online (Soft) Learning Resources:

Institute has soft learning resources which are as follows:

1. Internet Access.
2. Library Automation (AutoLib software)
3. Campus ERP- Easy and instant accessibility to all the libraries of various colleges situated in the DPU campus for references, as well as issues of books and other published material for multi-disciplinary academic research and study through ERP.
4. Barcode based issue/return.
5. Wi-Fi
6. Special software like Mendeley.
7. Inter library loan facility: DELNET, New Delhi.
8. Online e - journal and e-books facility through Databases

- EBSCO: e-books business core collection
- EBSCO: Business Collection (e-journals)
- EBSCO: Computer Applied Science (E-Journals)
- EBSCO: Harvard Business Student Package (Case Studies)

Subscription to e-resources

Sr. No	Particulars	Availability at Institute
1	Total No. of e-books	10989
2	Total No. of e-Journals	National: 641 International: 7667
	Inter Library Loan Sharing Facility DELNET (MOU)	YES

Journals:

Sr. No	Details	Information	
1	Total No. of Journals	84	
2	Total no of e-journals	8369 (**National: 641; Inte**	

E-Journal:

E- Journal articles are a specialized form of electronic document: they have the purpose of providing material for academic research and study, and they are formatted approximately like journal articles in traditional printed journals.

Per day usage of library:

At our Institute level Students and Faculties regularly visit the Library for various purposes. The record is maintained for the same in the Library as well as the Reading Hall. In the reading hall students frequently use it during Institute Timings. Books, Journals, News Papers are available for students and faculties as well. The book issues will be done during the library hours. National and International Journals are available for referencing purposes.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3 IT Infrastructure

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

Response:

IT infrastructure refers to the composite hardware, software, network resources and services required for the existence, operation and management of an enterprise IT environment. The Institute has constituted an IT cell to take care of hardware and internet connectivity and Software Development Cell to take care of software installation, creation of new software and their maintenance.

Computer laboratories and facilities

Sr. No	Department	Quantity	
1	Computers in Library & Digital Lab	10	
2	Computers in Computer center	120	
3	Computers in Lab	60	
4	Computers in Language Lab	11	
4	Computers in Administrative office Computers in Faculty Rooms	36	
5	Computers in Classes and Tutorial Rooms	10	
7	Printers & Xerox Machines	28	
8	Projectors	14	
9	Smart TV	05	
10	UPS	03	
11	System Software	04	
12	Application Software	20	
13	Internet Bandwidth	1000 MBPS	

LAN facility: Institute campus has a structured LAN facility; the whole network is in 3 tiers architecture comprising the core, distribution and access. All the end users/workstations are connected through 100/1000 base ports. All the LAN attached users are connecting to the access switch based on the VLAN & Security policies associated with them as mentioned above.

Internet Facility: 1000 Mbps MPLS connectivity from TATA Communication. Campus network currently uses 250 VLANs with current configurations.

Wi-Fi facility

- Institute campus is fully Wi-Fi enabled with high-speed internet connectivity.
- The Wi-Fi Access Points are connected to the access switches on a different VLAN. A Wi-Fi controller is deployed in DC which controls all Wi-Fi Access points in the network.
- The Wi-Fi controller has its default gateway as core switch IP and terminates on the core switch interface.

- Access Points: Supporting IEEE 802.11.a/b/g 11-54 Mbps

Other details:

- Proxy service for wired and Wi-Fi connectivity.
- UPS Backup of 50 KVA.
- Generator backup.
- ERP Software and servers.
- Central Feedback server.
- Institution Website.
- Public IP address.
- Layer three manageable switches.
- Fiber Optical connections between the main building and central IT department .

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

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

Response: 3.62

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

Response: 201

File Description	Document
Upload supporting document	[View Document](#)

4.4 Maintenance of Campus Infrastructure

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

Response: 48.21

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

2021-22	2020-21	2019-20	2018-19	2017-18
158.78	24.45	160.74	49.75	19.70

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years

Response: 45.32

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

2021-22	2020-21	2019-20	2018-19	2017-18
318	265	248	193	171

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.2 *Capacity building and skills enhancement initiatives taken by the institution include the following*

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

Response: A. All of the above

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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

Response: 80.13

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

2021-22	2020-21	2019-20	2018-19	2017-18
720	323	396	332	342

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

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

Response: B. Any 3 of the above

File Description	Document
Upload supporting document	[View Document](#)

5.2 Student Progression

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

Response: 81.95

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

2021-22	2020-21	2019-20	2018-19	2017-18
262	183	170	113	103

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

2021-22	2020-21	2019-20	2018-19	2017-18
306	228	215	135	130

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 0

5.2.2.1 *Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years*

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	01	01	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3 Student Participation and Activities

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

Response: 32

5.3.1.1 *Number of awards/medals for outstanding performance in sports/cultural activities at*

national/international level (award for a team event should be counted as one) year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
10	03	06	05	08

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

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

Response: 10.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
22	04	17	05	05

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

5.4 Alumni Engagement

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

Response:

The Alumni Association acts as a link between the" Alma Mater and Alumni "it moves ahead selfless intention for the growth and development of the institute and the student the association provides a for platform interaction between alumni, student, faculty and institute administration   it contribute significantly through financial and non financial means during the last five years to improve the facilities and infrastructure of the institute by the active participation of alumni The purpose of an association is to foster a spirit of loyalty and to promote the general welfare of the Institute DYPIMR is a registered Alumni

Association under the Societies Registration Act. It was formed 9th April 2021 at the Registrar of Society, Pune Region with registration no - **MH/ 457/ 2021 / Pune under Societies Registration Act 1860** The DYPIMR alumni adorn various senior managerial positions in renowned business organizations both in India and abroad and provide their mettle in all spheres of management. The Alumni Association Contribution through various means:-

Alumni Interaction:

 Alumni of DYPIMR give inputs to aspiring MBA /MCA graduates. They are invited as resource persons at various events, guest lectures and panel discussions. They provide inputs and share their experiences regarding skills, recent technologies & trends in the corporate world, application of knowledge and corporate working culture.

Placement & Career Guidance Assistance:

 Alumni are working in organizations at various capacities. They keep the faculties and the placement officer abreast about the available job opportunities. They assist and guide the students to crack the interviews. They also share their experience with the students and motivate them for their career development in various domains.

Campus recruiters: Alumni come to campus as recruiters for their companies and also recommend and promote DYPIMR to their employers for campus placements.

Summer Internship and industrial project Opportunities: SIP and industrial project being a part of the curriculum of MBA and MCA Student respectively .Alumni provide innumerable opportunities in various companies to these students.

Institute Social Responsibility: Our Alumni in association with DYPIMR are engaged in conducting social activities for the welfare of the society through Donations in the form of Books, Stationary etc.

Entrepreneurship Awareness: Some of our Alumni have established startups in different sectors, many of them are first generation entrepreneurs. They decided to become entrepreneurs during their academic span at DYPIMR. Through the journey as an entrepreneur they learnt various skills & knowledge. They enlighten the students with their success stories and challenges faced.

Alumni Meet: We at DYPIMR have a tradition of inviting alumni for the Annual Alumni Meet "Confluence" every year. In this meet the alumni get a chance to reconnect with the Alma mater and old friends. This is the best platform for networking and sharing new trends and current happenings in the corporate world. These inputs are helpful to academicians for molding the aspiring students. DYPIMR also started the activity at every Saturday called **"Coffee with Alumni "**to enhance the interaction with alumni

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance

Response:

The Institute is approved by All India Council for Technical Education (AICTE), affiliated to Savitribai Phule Pune University (SPPU) and approved by Directorate of Technical Education (DTE), Government of Maharashtra. Institute functions in compliance with the guidelines and norms of these Statutory Regulatory Agencies.

The institute has a structured organizational hierarchy to support decision making process. Organizational structure represents the decentralization of decision making and implementation through various departments and committees which are governed by relevant policies and with the help of technology including ERP. The Director steers the design and implementation of vision, mission and strategic plan while all the stake holders through IQAC gives necessary inputs to the director for design of the same. Director gets these vision, mission and strategic approved from Governing Body.
Vision
To emerge as an institute of excellence in creating resilient professionals in the field of management and technology.

Mission
1) To nurture innovative and agile leaders through holistic and experiential education
2) To develop an efficient academic delivery model through right combination of standardization and innovative pedagogy
3) To harness the potential of new age technologies for employment opportunities as well as avenues for MDP and consultancy
4) To develop contemporary and applied research as base for creating excellence.

Institute believes that to achieve its vision, it needs to develop leadership among faculty andstaff and empower them to expedite value delivery to the students through relevant courses and modules. An effective implementation of the same is ensured through various decentralized committees like academic committee, training and placement committee etc, which are effectively governed by relevant policies like academic policy, training and placements policy etc. On the leadership positions of these decentralized committees are faculty and staff who do not have a leadership title otherwise. For implementing the mission of the institute, it has formed decentralized committees like
Research and Development, Consultancy and Management. The planning and execution of each of these committees are shouldered by the leader of the committee who is a faculty member. These committees have very forward looking and progressive policies to ensure that the expected beneficiaries will be supported well while ensuring effective governance in the working of these committees. These initiatives have helped the institute to attract employment opportunities for students in the new age technology sectors like Digital Marketing, Analytics, Data Engineering, Market Research etc.

There is a fair amount of representation of faculties and academic leaders in various committees like

IQAC, Governing Body, College Development Committee, Advisory Board
etc. which are extremely vital part of overall governance of the institute. Director of the institute gets many inputs from these committees and also need to get strategic approvals from these committees. Director is also answerable to these committees through a review mechanism with predefined frequency. Various faculties play a leadership role in this overall governance of the institute.

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

6.2 Strategy Development and Deployment

6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc

Response:

The institute has structured organizational hierarchy to support decision making processes. Organizational Structure represents active involvement of stakeholders in various capacities as below.

Various statutory bodies include Governing Body, formed as per AICTE regulations and College Development Committee formed in accordance to Maharashtra University Act 2016. The Director: Management in consultation with the Director formulates policies and future plans related to academic and administrative activities. Director is responsible for overall development of institute including academic as well as administrative. Director is supported by Registrar, Office Superintendent, Accountant and other administrative staff down the line. Internal Quality Assurance Cell (IQAC): IQAC plays a key role in building quality of the institutional workforce through guiding all committees from time to time. Various College Committees (Non-statutory): Conduct of academics is ensured by Academic committee comprising of coordinators, HODs, Teaching and Technical staff. Additionally there are college committees having designated heads with defined roles and functions viz Exam committee, Training and Placement cell, Institute's Innovation Council, Research and Development cell, Alumni cell, Student Council, FDP committee, Library Committee etc. A qualified Librarian takes care of learning resources. The Institutional stores take care of maintenance of physical and academic facilities. Purchase of stationery, consumables, software / hardware etc are routed through Central Purchase Department. IT Cell of institute ensures utility, maintenance and up gradation of IT facilities. Combined efforts and active involvement of above functional committee members provides a hassle-free work environment.

Institute has well defined policies for smooth implementation of various activities. Various policies which are in place are : Academics, Examinations, Students Welfare Measures, Research and Development, Admissions , Maintenance, Grievance Redressal, Green campus and environment, Physically disabled and Service Conditions for Staff (All the details of these policies are on website and attached in additional information). Establishment section is involved in Human resources management – recruitments and welfare. The teaching faculty recruitments are done as per the guidelines of Savitribai Phule Pune University whereas non teaching faculty are appointed as per management policies. Institute abides with the guidelines and norms of All India Council for Technical Education (AICTE), and Savitribai Phule Pune

University (SPPU). Strategic plan is set to achieve the goals in accordance with the policies of these regulatory authorities and IQAC ensures that these targets are deployed through proper execution measures and outcomes are assessed by measurable attributes. Current Strategic Plan was prepared for a period of five years i.e. 2019 to 2024. Major areas of accomplishment are as follows.

? Starting a new program "MBA - Digital Marketing"

? Doubling the intake capacity of MCA

? Renovating five classrooms to state of the art smart classrooms

? Setting up centers of excellence

? Streamlining manual operations by intervention of ERP in the areas of admissions,

Accounts, HR and admin, Library, Student Section, Mentorships

? Upgrading MCA computer lab with higher configuration of computers to support projects

in mobile Apps, AIML, Data Science etc.

? Establishing Consultancy and MDP centres

? Organizing National and International Conferences for promoting research and

publication

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Upload supporting document	[View Document](#)

6.3 Faculty Empowerment Strategies

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

Response:

Institute has developed an excellent work culture of respecting each other and thus creating an ambience congenial for academic and personal growth. Institute believe that when the staff grows the Institution also grows. The Institute has set high standards for imparting quality education and thus induct faculty with higher academic profiles, urge to excel in their respective fields and serve the students and the institution

with dedication and high quality standards. All the faculty members inducted are qualified and competent teaching in all the academic courses. The Institution has encouraged faculty to participate in conferences, FDPs, workshops, training programs etc. The institute has a welfare mechanism in place, for teaching and nonteaching staff. The various welfare schemes are as below:

Teaching staff
? Casual/Medical leaves
? On duty leave Study
? Provident fund
? Insurance facility
? Free health care facilities at Dr D.Y. Patil Medical college, Pune.
? Financial support for skill up gradation- attending seminar / workshop / conferences / FDPs
? Incentive for publication in high impact factor journals and research grants
? Organizing FDPs covering the developmental and growth areas of professional as well as personal walks of life

Non Teaching Staff
? Provident fund
? Casual/Medical leaves
? On duty leave
? Mediclaim insurance facility
? Free health care facilities at Dr. D. Y. Patil Medical college
? Uniform allowance for supporting non-teaching staff members

All these welfare measures help the institute to attract and retain good manpower. In response to these welfare measures, generally teaching and non teaching staff reciprocate by good work. The work hence accomplished needs to be appraised time to time. The institute has a well defined performance appraisal mechanism separately laid down for teaching and non teaching staff. It is an annual system focusing on various areas of performance as follows. Teaching staff Performance appraisal system for teaching staff is based on AICTE recommended 360 degree feedback mechanism which focuses on following areas.
? Academic indicators including completion of academic assignment and submission of students' results, conducting tutorial / remedial classes, timely completion of examination duties etc.
? Research indicators including publication of research papers, cases / caselets, books / book chapters, patents / copyrights, research awards, sponsored research projects, etc.
? Indicators of other contributions like library development, arranging FDP / seminar etc., helping students in extracurricular or co curricular activities etc.
This is a self assessment form which is validated by the HOD of concerned department. Finally, Director does his / her qualitative assessment and recommends for increment / promotion / incentive / suitable action.
Non Teaching Staff
Performance appraisal system for non teaching staff consists of three sections as follows.
? Technical adequacy of work including neatness, accuracy, punctuality, methodical work, promptness, regularity, dependability, integrity, interpersonal relations
? General Impression including leadership quality, knowledge, willingness to work, complementary aptitude
? Recommendations section is for the registrar to recommend fitness for current post / promotion and increments / incentives.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

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

Response: 17.11

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	10	12	0	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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

Response: 30.51

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

2021-22	2020-21	2019-20	2018-19	2017-18
19	19	16	14	15

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

2021-22	2020-21	2019-20	2018-19	2017-18
33	25	19	20	23

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

6.4 Financial Management and Resource Mobilization

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

Response:

DYPIMR is a self-financed institution managed by a charitable trust; affiliated to SPPU and accredited by NAAC and NBA. It offers MBA (intake 180), MBA - Digital Marketing (intake 60) and MCA (intake 120) programmes. The main source of funds for the institute is the tuition fees which are regulated by a state level Fees Regulatory Authority headed by retired High Court judge and assisted by academic administrative and financial experts. This committee fixes the fees for each of the programme of the institute based on the audited financial statements of previous years. Hence all the expenditures, the salary for teaching and non-teaching staff, academic expenses, administration expenses and other miscellaneous expenses, infrastructure augmentation and maintenance is met mainly through the fees collected by students. The institution also receives a scholarship from the Government of Maharashtra for the eligible students which is paid to students. The grants received by the institute are utilized for the purpose it is sanctioned by the concerned agency (Government or Non-Government).

Budget allocation:

Budget allocation at DYPIMR is a methodical process. The Director approves academic , administrative and infrastructure development plans prepared by respective departments and committees and compiled by the director's office in an annual meeting. Respective committees and departments prepare their budgets accordingly which is compiled by the accountant for preparing a comprehensive budget of the institute. It is then approved by the registrar and then by Director and internal auditor to make it available for utilisation by respective committees and departments.

Adequacy of budget allocation:

The budget allocation process is closely linked with a comprehensive annual plan of academics, administration and infrastructure development. This annual plan gives a lot of emphasis on developmental activities like skills development, students' welfare, staff welfare etc. Moreover, the projected salaries because of additional requirements of manpower and increments are also taken into consideration. There is a fair amount of decentralisation in the entire process of budget proposal and sanctioning resulting in micro planning and inclusion of all functions of the institute. As a result the budget allocated is invariably adequate for the planned expenditures.

Budget Utilisation:

Internal approval notes and purchase requisitions are prepared with reference to the sanctioned budget for every expenditure. There is a central purchase department which executes all purchase activities. Institute's stores maintain the stock and documentation of material inward and outward. Establishment section of the institute works out salary and related things like PF, TDS, PT etc for providing details to accounts department for further processing.

It is ensured that the approved funds are utilized as per the expenditure heads by regular audits performed by the internal auditor (appointed by the management) for every single financial transaction. After the internal audit final financial audit is done by the external auditor / statutory auditor once in a year.

All the audited financial statements and the records thereof are well kept in the admin office of the institute. Audited financial statements of the last five years are also uploaded on the institute's website.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.5 Internal Quality Assurance System

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

Response:

Quality initiatives in education institutes are a set of strategies and processes that are implemented to improve the quality of education provided to students. These initiatives aim to enhance the learning experience for students and create an environment that fosters academic excellence, innovation, and growth.

IQAC has contributed significantly for institutionalizing the quality assurance strategies and processes under each of the following Criteria which are as follows:

Teaching & Learning: The Institution reviews its teaching learning process, structures & methodologies of operations through IQAC.

Initiatives by IQAC:

1. The IQAC holds meetings periodically with the HoDs under the chairmanship of Director and reviews the progress of academic activities and administrative functioning.
2. The IQAC collects feedback from students on teaching to analyze for necessary improvements.
3. The Institute reviews its teaching learning process, structures & methodologies of operations and

learning outcomes at periodic intervals.

Outcomes:

1. Improvement in the academic activities and quality of teaching.
2. Enhanced teacher student connect
3. Improved student academic performance

Research and Development: The IQAC promotes quality culture in teachers by encouraging them for self-development through training, seminars and quality publications.

1. Faculty are encouraged to write research paper in high indexed Journals, national and international forums, publish books, register for Ph.D. and enroll for FDPs, orientation Programs and conferences.
2. Institutes provides tools like e- journals, Wi-Fi, memberships of E-resources such as EBSCO, J-gate, Literature review by using Mendeley Software etc facilitating the research efforts of the faculty.

Outcomes:

1. Faculty undertakes skill up gradation sessions/courses every year.
2. Increase in no. of PhD teachers
3. Increase in number and quality of and patents.

Community Engagement: Institute has Rotaract Club, Rural Development activity under Unnat Bharat Scheme and organizes various events in the neighborhood community from time to time to imbibe the social responsibility amongst the students under Institute Social Responsibilities such as

1. Swatch Bharat Abhiyan,
2. Water harvesting.
3. Blood donation camps.
4. Tree plantation and Visit to Orphanage.
5. Distribution of necessary material, food to needy.
6. Adoption of Village under Unnat Bharat.

Outcomes:

1. Promotes social awareness to nurture creative instinct in the students.
2. Motivates them to be responsible citizens.

Human Resource Management: Achieved through Faculty improvement programs for enhancement of quality of teachers, Well-defined recruitment policy and options for career development.

1. PhD registered candidate get duty leave or duty flexibility for attending session related to research.
2. Implementation of In-house ERP tool for better work efficiency.
3. On duty leave to the faculty for attending seminars, workshops, and research-oriented activities.

Outcomes:

1. Healthy environment for learning and growth.
2. Advance technological tools for better teaching environment.

Industry Interaction: Institute accomplishes the number of activities and facilitates industry interaction in various ways.

- Institute invites eminent industrialists, Consultants, etc. for Guest Lectures, resource persons and key note speakers at conferences.
- HR and Alumni Meets on regular basis.
- Summer Training for students, Entrepreneurship and innovation activities under IIC and Start-up and Innovation cell.
- Value addition course on latest technology as per the syllabus and market need every semester.

Outcomes:

1. Enriching the students with the latest updates of the industries and technology.
2. Develop corporate environment and signing of various MOU's.
3. Industry Institute interaction and innovation and update on latest market scenario.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.5.2 Quality assurance initiatives of the institution include:

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

Response: A. All of the above

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

Response:

The institute makes efforts to promote gender equity by integrating women as an essential part of the gender equity at workplace, which is a necessary foundation for developing a peaceful, prosperous and sustainable society. The several holidays observed include: National holidays, celebrations, and events Birth and death anniversaries of famous people: Events like Mahatma Gandhi Jayanti and Shivaji Maharaj Jayanti honour national heroes and saints who have taught young people and society at large invaluable lessons. The purpose of Teacher's Day is to recognise the educators who built our society. Days of commemoration that are significant to the country include Independence Day and Republic Day, which are celebrated with flag-raising and street theatre on current social issues in which youngsters can play a significant part. On this day, people honour the bonds of unity, reflect on the courageous men and women who gave their lives in defence of freedom, and celebrate India's independence. Celebratory Events for Human Ethics: In order to teach pupils about the core ideals and principles of the Indian Constitution, National Constitution Day is observed. The SadbhavnaDiwas are observed to instil morals and values in faculty members and students. Celebrations of professional ethics:

Gender Sensitization and awareness:

The institute also emphasizes sensitization and awareness; various sessions were conducted to educate thestudents about gender equity, women's empowerment, social, psychological, legal, economical, protection,safety, security, etc.

Women's Grievance Redressal Committee (WGRC):

The Women's Grievance Redressal Committeeof the institute is constituted as per the norms. The contact details of WGRC members are displayed and shared with students for any emergencies and complaints, creating awareness amongst them, resulting in not a single case of gender disparity, or sexualharassment has been reported.

Events and Festivals: To honour the illustrious legacy, culture, and traditions, festivals like Shivaji Jayanti, etc. are held. These are crucial in helping students and faculty members engage with one another and offer structure to their social life.

International days, events and festivals:

In order to address the three key facets of women's empowerment—health, safety, and employment—International Women's Day, International Yoga Day is observed. A gender-equal society can be developed by educating young people about this day. The commemoration of International Yoga Day raises awareness of health issues and the potential benefits of using this ancient Indian practise, YOGA, for a healthy living among students, staff, and the general public. Today's schools offer an inclusive

environment and culture in addition to helping students grow as individuals. These days assist in keeping the kids informed of numerous significant national and international holidays and their importance in world history. Numerous national holidays highlight customs and foster values that are crucial for personal development.

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

7.1.2 The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Upload supporting document	View Document

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

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

Response: A. All of the above

File Description	Document
Upload supporting document	View Document

7.1.4 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic diversity and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The organisation is committed to encouraging an inclusive environment among the academics, staff, and students. The following are the major goals of the institutional initiatives to promote inclusivity and tolerance through various activities:

Students can develop their leadership skills to operate in a team with sole responsibility using the platform that is offered to them. By awarding prizes and certificates to the participants and winners of various events, the institute further inspires its pupils. These numerous activities consist of:

Cultural Activities: Students might discover their unique talents and hidden gifts through participating in cultural activities. Students from various groups, regions, and cultures are mixing and emerging with the potential to be future leaders. The interpersonal and teamwork abilities of students are developed through cultural activities. The college hosts Fresher's Day and an induction programme to welcome new students to the DYPIMR family and introduce them to the disciplinary and cultural platforms. An occasion like Farewell teaches them how to establish and nurture the senior-junior relationship and to treasure them by supporting them in their future pursuits.

Regional and linguistic Activities: Students from various language and geographic backgrounds participate in celebrations of Marathi Bhasha Diwas and SadbhavanaDiwas, Dipavali, Guru Pournima, Dussera, Dandiya, etc. to honour the value of unity in diversity. The celebration of religious holidays and events teaches people to show their appreciation and respect for one another. Additionally, both local and national events uplift everyone and uphold morality.

Communal and socio-economic Activities:

Various initiatives, such as health check-up clinics, donations to needy orphanage homes, relief efforts for Covid-19 lockdown victims, distribution drives for food, sanitizer, face masks, and gloves, waste management programmes, etc. Through these activities, students become familiar with the diverse cultures of our country and contribute to the growth of tolerance and peace toward differences in culture, region, language, community, socioeconomic status, and other areas.

The institution educates its personnel and students about their constitutional duties, such as: 1. The Right to Equality: In accordance with this right, no one shall be denied equality before the law or equal protection of the law by the state.

2. Right to Freedom: All citizens shall have the following freedoms:

(a) the right to free speech; (b) the right to organise into associations or unions; (c) the right to travel freely throughout India; (d) the right to live and settle anywhere in India; and (e) the right to engage in any profession, trade, or business.

3. The Right to Freedom of Religion: Everyone has the same rights to religious freedom, including the freedom to profess, practise, and promote their beliefs, subject to laws governing public morals, health, and safety, among other considerations.

4. Right to Life: In the event of a criminal conviction, the right to life and to personal freedom offers protection. The residents of India who speak a distinctive language, script, or culture have the right to maintain that.

5. The right to privacy is an essential part of the right to life and to personal freedom. The institute organised a number of events to educate staff members and students about their constitutional rights.

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

7.2 Best Practices

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

Response:

1. Title of the Practice

????????? (Institute Industry Connect - Campus to Corporate)

2. Objectives of the Practice

- To impart employability training to students.
- To provide practical and experiential training to students.

3. The Context

- Institute Industry Interface would be a solution to bridge gap between industry and academia.
- Institute Industry Interface connect campus to corporate by arranging guest lectures, workshops, internships, trainings, projects etc.

4. The Practice

Institute provides industry institute interaction sessions in first three semesters as follows:

- **Guest Lecture/workshop:** Industry experts are invited for sharing experience and latest trends in industry.
- **Soft Skill:** Institute design special program to improve soft skills required for students' employability.
- **Training Sessions:** Trainings like resume preparation, Group discussion, Interviews, aptitude are provided to make students employable.

- **Industrial Visits-** The industrial visits are organized to connect to the industry for giving exposure of real-life working environment.

- **HR Meet:** These discussions provide platform to connect with eminent HR professionals.

- **MOUs:** MOUs signed with various organizations for continuous support and cooperation for students' development and recruitment.

- **Centre of excellence**: Institute has established centers of excellence in association with companies for skill development certification programs.

5. Evidence of Success

Measurable outcomes of the practice are as follows.

No. of MOUs:

Institute has signed total 29 MOUs in last five years which are functionally active.

Growth in Number of Internships:

Internships have grown by 127%.

	2017-18			2018-19			2019-20			2020-21			2021-
	MBA	MCA	Total	MBA	MCA	Total	MBA	MCA	Total	MBA	MCA	Total	MBA
No of students receiving internships	98	39	137	102	38	140	132	54	186	177	52	229	197

Growth in number of Pre Placement Offers:

Pre placements offers have grown by 85%.

	2017-18	2018-19	2019-20	2020-21	2021-

	MBA	MCA	Total	MBA	MCA	Total	MBA	MCA	Total	MBA	MCA	Total	MBA
PPO	12	30	42	8	28	36	10	40	50	15	45	60	27

Growth in number and percentage of placements:

Number of students placed has more than doubled and the percentage of placements of registered students has grown by 10 %.

	2017-18			2018-19			2019-20			2020-21			2021-22	
	MBA	MCA	Total	MBA	MCA	Total	MBA	MCA	Total	MBA	MCA	Total	MBA	MC
No of Students Placed	85	36	121	79	34	113	120	50	170	132	51	183	157	105
% of Placement	78%	88%	83%	80%	87%	84%	85%	89%	87%	89%	94%	92%	92%	92%

Growth in Pay Packages:

Highest package and cumulative packages have more than doubled.

	2017-18			2018-19			2019-20			2020-21			202
	MBA	MCA	Total	MBA	MCA	Total	MBA	MCA	Total	MBA	MCA	Total	MF
Highest Package (LPA)	5.8	4.5	5.8	9.2	6	9.2	10	5	10	10	8	10	12.

Institute faced following challenges while implementing this practice.

- Professionals have a little bandwidth for interaction with students
- Saturdays are preferred for these interactions while scheduling becomes challenging only on Saturdays
- Practices many times contradict the principles in theory.

Title of the Practice
????????????? ?????? (Environmentally Friendly Campus)

2. Objectives of the Practice

? Provide a healthy and environmentally friendly environment for students, faculty, and staff, while ensuring judicious use of environmental resources.

? Promote sustainability and reduce carbon footprint of the institute through protecting and conserving ecological systems and resources within the campus.

3. The Context

? Institute recognizes the social need to be environmentally friendly and has implemented facilities to provide students an eco-friendly campus.

? By implementing environmentally friendly practices, DYPIMR reduces its negative impact on environment, contributes to a sustainable future, and creates a healthier and more pleasant environment for everyone on campus.

4. The Practice

? Renewable Sources of Energy:

Institute believes in reducing the consumption of electricity produced by non-renewable resources by switching to clean energy sources like solar energy.

? Energy Saving and Energy Efficient Equipment:

Institute commits to install environmentally friendly electrical appliances that save energy and reduce wasteful inefficiencies.

? Water Conservation through Rainwater Harvesting System:

Institute has installed Rain Water Harvesting System by collecting the rain water fallen on the institute terrace and feeding the same in bore well for recharging the bore well.

? Liquid Waste Management:

Institute has installed a waste water treatment plant to ensure that waste water is purified and used for the application like gardening which further contribute to the environmentally friendly campus.

? E-Waste Management:

Institute has tie up arrangements with NGOs which are involved in E-Waste Recycling.

? Conduct Green Audit, Energy Audit and Environment Audit:

Institute conducts Green audit, Environment Audit and Energy Audit each year to understand the parameters and effect of various environment friendly measures taken by the institute.

? Plastic-Free Campus:

Institute has decided to avoid the use of single use plastic by disseminating the information regarding the same to all stake holders.

? Digitalizing Processes:

Institute has installed campus ERP system for almost all operations including academics, admin, placements, admissions, students support etc.

5. Evidence of Success

? ISO 14001:

Institute is recipient of ISO 14001 certification year after year.

? Green campus audit report:

The report certifies that the systems are contributing towards the conservation of the environment.

? Energy Generation:

The solar energy system generates 48,600 units of electricity in a year which saves Rs. 7,29,000 for institute and reduces a significant amount of carbon footprints.
? Plastic Free Campus:
The possibility of generating single use plastic and hence it's management is cut off at the source itself.
? ERP:
ERP has reduced institute's use of paper resulting into saving hundreds of trees.
? Water waste management:
Institute has a waste water treatment plant which processes almost 200 KL waste water per day which is reused for applications like gardening.

6. Problems Encountered and Resources Required
? Sewage treatment plant disturbed the elevation of building.
? Changing the mindset of people for reducing the usage of paper.
? Leaving the comfort of using "single-use plastic".

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

7.3 Institutional Distinctiveness

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

Response:

Title: ????????????: **(Digitalization to Digital Education)**

New Era brings new opportunities and the responsible stakeholders assume responsibility to widespread it. One of the biggest trends in the third decade of current century is "Digitalization". This trend brings innumerable opportunities in every filed. The Government of India has also exhibited its commitment towards utilizing these opportunities for the growth of nation; vide its Digital India campaign. What it takes to grab these opportunities is a focused education for the skill set development in the field of digitalization. DYPIMR voluntarily assumed the same as its responsibility and break it down into following two steps in sequential manner.

1. Digitalization of education at DYPIMR
2. Digital Education at DYPIMR

1. **Digitalization of Education at DYPIMR:**

Institute decided to first equip itself for providing digital education by digitalizing the education being imparted at DYPIMR. The strategy for the same was again divided into broadly two steps.

1. Digitalizing processes and record keeping
2. Creating infrastructure suitable for digital processes

These two strategic steps are described as follows.

1. *Digitalizing Processes:*

The institute digitalized its processes including imparting education and support services mainly by developing an in-house ERP module by module. It took first three years in the assessment period to bring all the following processes to shift from manual to ERP.

1. **Academics:**

All academic processes right from academic calendar, course allocation, time table, notices, attendance, lecture plan, distribution of study material, conducting CCE, mentor – mentee process etc. were shifted to ERP.

1. **Admissions:**

Institute's admission process was started conducting on ERP. After the students are allotted institute in centralized admissions process, the students report to the institute and their entire process right from verification of documents to creating candidature, filling up admissions form, payment of fees etc. is completed by using ERP.

1. **Students Section:**

All students support services through students section were also started rendering by using ERP. These services include scholarship process, exam form filling, eligibility form filling, application of other documents like bonafied certificate, college letter for education loan etc.

1. **Library Services:**

Entire library service including issue – return of books, Accessing E-Databases and other E-Resources including E-books etc. was shifted to ERP.

1. **Placements:**

Placements module was developed which fetched data from student's profiles to prepare batch profile, individual student's resume etc. Placement department also display notices and maintain records on ERP.

1. **HR, Admin and Accounts:**

HR/Admin department and Accounts department use ERP for processes like on-boarding a new employee, their attendance records, detail candidatures of teaching staff, Receipts of all payments, reports related to accounts receivables etc. Accounts department in addition to ERP also uses Tally software for all accounting and financial records.

1. *Creating infrastructure:*

1. **Class rooms**:

Institute revamped a part of its infrastructure, in the third and fourth year of assessment period, for making it suitable for imparting the digital education. Institute renewed five class rooms to state of the art digital classrooms having smart board, facility of conducting online, offline and blended classes etc.

1. **Computer Labs:**

Institute has upgraded the configuration of computers and other supporting facilities for gearing itself for the practical trainings, practicals, live projects and consultancy assignments in the digital space.

These efforts in digitalization have helped institute to prepare for imparting digital education as follows.

1. **Digital Education at DYPIMR:**

Institute took following strategic decisions to be a serious and responsible player in imparting digital education and contribute in the nation's Digital India initiative.

1. Commenced a new Program "MBA – Digital Marketing"
2. Started Digital Marketing Club
3. Created Centers of Excellence

1.*Commenced a new Program "MBA – Digital Marketing":*

Institute started a new program i.e. MBA – Digital Marketing approved by AICTE and affiliated to SPPU with the objective of producing readily deployable professional in the field of digital marketing, digital business and digital analytics. DYPIMR is the only institute so far under SPPU which offers this program. In fact the institute had solely taken the role of presenting the importance and relevance of this program in emerging technology thereby convincing SPPU for making the course available.

1.*Started Digital Marketing Club:*

Institute proactively started a digital marketing club manned by digital marketing faculties, digital marketing professionals and the student interns. Objective of this club was to take consulting assignments in which students intern and learn contemporary practical skills of the digital business. To this effect institute has executed two commercial projects and also shouldered the responsibility of digital promotions of parent society and other sister concerned institutes.

1.*Created Centers of Excellence:*

Institute started two centers of excellence, one with Celebal Technologies focusing devops and data engineering and the other is SoftTech Data Securities focusing on data security and cyber security.

Outcomes:

1. Digitalization of the education has led to all the processes being faster and efficient.
2. It has also led to availability of data for further decision making.
3. It has brought all the teaching and non teaching staff on a common ground of understanding the importance of digitalization which was an important step institute start imparting digital education.
4. Imparting Digital Education has helped institute to start consultancy services in digital business. So far consultancy worth Rs. 2 lakh has been generated.
5. It has also helped institute to position itself as niche institute affiliated to SPPU offering Digital Education.
6. Under Centre of Excellence with Celebal Technologies, 50 students were trained in Devops and Data Engineering and 36 out of them got a final placement with the company on a package of Rs. 6 LPA each.

Future Plans:

For further enhancing distinctiveness, institute has decided to work on following thrust areas.

1. Focusing on Analytics under various specialization of MBA
2. Focusing on Digital Technologies like AIML, Block Chain, Sales Force, IOT under MCA program
3. Starting training and certifications in Data Security and Cyber Security under Centre of Excellence

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

5. CONCLUSION

Additional Information :

Keeping in mind the recommendations of NEP 2020 and opportunities of IR-04, DYPIMR changed its vision and mission and started gearing up for a multidisciplinary, interdisciplinary choice based and outcome based credit system of education focusing on applied technology based careers for students.

Along this line, the institute started a new interdisciplinary program "MBA (Digital Marketing)" and doubled the intake of the MCA program. It started focusing on overall development of students by creating facilities of training in music, zumba, sports etc. Creation of these facilities will in future be leading to offering credit courses to students in these areas under multidisciplinary education. Additionally, the institute is also working out interdisciplinary value addition courses along with Engineering and Pharmacy colleges in the same group. These value addition courses will be converted into credit courses as a part of curriculum during the implementation of NEP 2020.

The institute has started to take a route of "Centres of Excellence" in association with industry for fostering applied and contemporary research, generation of intellectual property, value addition and skill development for students, up-skilling and reskilling for faculty members and generation of consultancy and MDP assignments for the institute. The institute has started taking steps in this direction by setting up three centres of excellence so far resulting in 36 final placements, 16 internships and 3 certification programs skilling/up skilling 50 students and 3 faculty members, 3 consultancy projects earning revenue of Rs. 3.8 lakh. Over a period of next 2 years there would be around 7-8 centres of excellence catering to different domains of management and technology fostering skilling, research and consultancy in that domain through faculty and students.

The institute will broadly follow a vertical and horizontal structure of organisation in future where the programs like MBA, MCA and committees like research, consultancy, MDP etc. will be horizontals and Centres of Excellence will be verticals. Horizontals will provide the resources while verticals will have projects to execute. Institute is going through a structural and fundamental change for adapting to this new system by tapping the opportunities available in NEP 2020 and IR 04.

Concluding Remarks :

Dr. D. Y. Patil Institute of Management and Research, a pioneer institute established in 1994, offers MBA, MCA and MBA (Digital Marketing) programmes as per OBE, SBCS curriculum of SPPU.

The Institute has ensured well qualified and experienced faculty as per AICTE norms.

Effective curricular implementation, transaction and delivery are by adopting innovative, blended pedagogical methods. Student centric methods emphasising skill, experiential and reflective learning are integrated with courses on field work, project work and internships.

Under the supervision of Director and HODs, course teachers implement interactive, collaborative, experiential, problem-based, ICT-enabled, and blended learning to establish a competitive, transparent, and approachable environment for students.

The institute's mentorship programme promotes intellectual, social, psychological, and personal growth. The Institution's Innovation Council (IIC) fosters creativity and critical thinking among students.

The institute provides effective student support systems and schemes for academic, professional, and personal advancement. The active Training and Placement cell places students in fields of interest/choice. Student activities are vibrant and impactful for holistic development.

The IQAC with all stakeholders is involved in effective policy and decision making, augmenting institutional quality growth. Gender empowerment strategies, environmental sustainability methods, emphasis to code of conduct, inclusiveness have added values to the Institution

All these practices along with strategic planning/implementation, best practices, distinctiveness and quality assurance mechanism have resulted in following Awards/Recognitions:

1. Accredited by NAAC with A grade (3.29 CGPA-2017).

2. Accredited two programs by NBA (MBA valid till 30/06/2025 and MCA valid till 30/06/2024).

3. Best College Award in 2019 by SPPU.

4. 3.5 - star ratings for MHRD Institute Innovation Council (IIC).

5. Student research awards and representation at State and National Level Avishkar and Anvenshan research competitions.

6. Certified by ISO 14001:2015 and ISO 9001:2015

FUTURE PLANS

- To seek Autonomous College status.

- To introduce the Dual Degree / integrated Programme.

- Capacity building for skill enhancement through vocational courses.

- Integration of NEP 2020 and IR-04 concepts into practice.

To conclude Dr. D. Y. Patil Institute of Management and Research imparts quality education in tune with its vision of creating resilient professionals in the field of management and technology.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.2	**Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years** 1.2.2.1. **Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
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605	432	441	391	351 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
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605	432	441	344	339	 Remark : The students mentioned should not be greater than actual enrolled students.
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 318 Answer after DVV Verification: 320
1.4.1	**Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)** Answer before DVV Verification : Yes Answer After DVV Verification: Yes
2.1.2	**Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)** 2.1.2.1. *Number of actual students admitted from the reserved categories year - wise during the last five years* Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
187	92	88	96	69	 Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
129	128	80	80	61

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
175	128	128	128	101

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
175	128	128	128	101

Remark : Input edited from supporting documents.

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

2.4.1.1. **Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
33	27	27	27	28

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
43	27	27	27	28

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	09	19	13	16

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
18	16	16	9	10

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
27	35	28	21	8

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
28	35	27	21	08

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 organised in collaboration with industry, community and NGOs) during the last five years**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
08	07	03	05	03

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
06	04	03	04	03

Remark : Input edited from data template, excluding days.

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

Answer before DVV Verification :
Answer After DVV Verification :23
Remark : Some MoUs are not signed by both parties, Some are not in assessment period, MoUs with the sister institutions under the same trust will not be considered. Hence input edited accordingly.

4.1.2	**Percentage of expenditure, excluding salary for infrastructure augmentation during last five**

years (INR in Lakhs)

4.1.2.1. Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
44.94	3.18	16.99	10.29	91.31

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
44.27	5.90	12.73	10.29	80.41

| 4.4.1 | **Percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in Lakhs)**

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

2021-22	2020-21	2019-20	2018-19	2017-18
75.62	2.00	111.87	11.66	9.14

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
158.78	24.45	160.74	49.75	19.70

| 5.1.4 | **The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. Any 3 of the above

| 5.2.2 | **Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)**

    5.2.2.1. Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year

wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	01	01	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

5.3.1

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	03	06	05	08

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	03	06	05	08

5.3.2

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
22	04	18	22	12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18

22	04	17	05	05

Remark : Input edited from supporting documents provided for clarification.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	6	5	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	10	12	0	0

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
30	25	19	20	23

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
33	25	19	20	23

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 62

	Answer after DVV Verification : 62
1.2	**Number of teaching staff / full time teachers year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
33	27	27	27	28

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
43	27	27	27	28