



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

## **D. Y. PATIL INSTITUTE OF MASTER OF COMPUTER APPLICATIONS AND MANAGEMENT**

**DR. D. Y. PATIL EDUCATIONAL COMPLEX, SECTOR 29, NIGDI-  
PRADHIKARAN, AKURDI, PUNE**

**411044**

**[www.dypimca.ac.in](http://www.dypimca.ac.in)**

**SSR SUBMITTED DATE: 19-07-2024**

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**July 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

D.Y. Patil Institute of Master of Computer Applications and Management (DYPIMCAM) is a distinguished part of the prestigious Dr D.Y. Patil Prathisthan.

DYPIMCAM is dedicated to empowering students through high-quality education. This self-financed Institute is approved by the All India Council for Technical Education (AICTE), recognized by the Government of Maharashtra, and permanently affiliated with Savitribai Phule Pune University (SPPU). In the year 2019, DYPIMCAM received an '**A**' Grade from the **National Assessment and Accreditation Council (NAAC)** and was honored with the **Best B-School award by Navbharat Education in the year 2021**. The Institute offers postgraduate programs, including a Master of Computer Applications (MCA) with an intake of 180 students, a Master of Business Administration (MBA) with an intake of 120 students, and a Ph.D. Research Centre. Situated in Pune's industrial suburb, DYPIMCAM benefits from its strategic location. The Institute meets all statutory requirements, featuring well-equipped Classrooms, Computer Laboratories, a well-stocked Library, an Ultra-Modern Auditorium, an Amphitheater, a spacious Campus Cafeteria, a Sports Complex, and homely Hostels with Mess and Gym facilities. Committed to the holistic development of its students, DYPIMCAM organizes numerous co-curricular and extracurricular activities, providing experiential platforms for students to showcase and develop their talents.

### Vision

To facilitate vibrant learning environment which provides academic excellence, innovation, experiential learning, research and employability to students and hence contribute to the growth and development of society.

### Mission

1. To enable students to become lifelong learners.
2. To foster academic excellence through experiential learning.
3. To promote innovation and research through value based education.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

- All the programs of the Institute are affiliated with Savitribai Phule Pune University, Pune, which boasts a strong academic reputation in India and consistently receives high grades from NAAC.
- The Institute is located in green and clean ecofriendly campus which is part of the Industrial belt of Pimpri Chinchwad Municipal Corporation (PCMC), Pune.
- Institute is Accredited by NAAC with Grade 'A' in 2019.

- Experienced and highly qualified faculty members.
- Differential mentoring and monitoring through Guardian Faculty Mentorship.
- Effective use of ICT for teaching-learning.
- The Institute is proactive in students' registration in Academic Bank of Credit, Skill Development activities, OBE implementation.
- The Institute expands its Memorandum of Understanding (MoUs), partnerships, and training programs to meet both global and local requirements.
- The program outcomes are achieved not only through the curriculum but also by aligning with AICTE's examination reform policy to enhance employability.
- The Institute enjoys a strong reputation among stakeholders, as evidenced by high student enrollment numbers.

### **Institutional Weakness**

- Focused attention is needed on quality publications and citations.
- There is also a need to enhance the authoring of books and book chapters by faculty.
- There is a limited number of faculty members with completed PhD qualifications.
- Post Graduate students with outstanding performance in sports and other activities are limited.
- Limited flexibility in modifying the curriculum.

### **Institutional Opportunity**

- Scope for multidisciplinary Research within Campus.
- To attain a NIRF ranking and NBA Accreditation.
- To offer more multidisciplinary and interdisciplinary programs.
- Twinning programs.
- Strengthen the alumni network and develop customized programs in collaboration with industry partners.
- Seek academic autonomy to offer a diversified course structure.

### **Institutional Challenge**

- To achieve higher h-index publications.
- Acquiring seed capital for startups and other entrepreneurial initiatives.
- Delay in receiving Scholarships and Free ships provided by the State Government
- To improve the entry-level merit of students.
- To continuously increase the median salary offered to students during placements.
- Implementing teaching and learning practices in regional languages.
- Increasing competition for job opportunities in the IT sector for recent graduates.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

DYPIMCAM adheres strictly to the curriculum prescribed by affiliating Savitribai Phule Pune University (SPPU) in accordance with AICTE norms. The syllabus is revised from time to time and displayed on the university website and institute website. The Institute has a functional Academic Committee which plans and executes all the academic activities throughout the year. The affiliating University SPPU declares Academic Calendar on the university website and in line with this calendar, the Institute as well as the Department Academic Calendar is prepared, based on the insights from IQAC (Internal Quality Assurance Cell), College Development Committee (CDC) and Heads of Departments (HODs). The departmental Academic Calendars include curricular, co-curricular, and extra-curricular activities, Add-on courses and training programs. The Institute informs the students about commencement of the academic sessions by notice.

Based on the faculty member expertise and the allocation of the course, individual faculty prepares their course files in view of Outcome-Based Education (OBE) framework, which includes course outcomes and attainment measures as per the University curriculum. The Institute encourages faculty to participate in orientation and Refresher Courses, Workshops, Seminars, FDPs, and training programs to enhance their knowledge and teaching methods. The Institute adopted ICT-enabled teaching and learning processes, utilizing ICT tools like Smart, Google classrooms and Learning Management System etc., are employed to improve educational quality.

To provide personal attention to the students, the Institute has adopted the Guardian Faculties Member (GFM) scheme. Regular GFM meetings are conducted with students to counsel them about their academic performance and personal difficulties.

Effective curriculum delivery is ensured through Guest lectures, Seminars, Workshops and Industry visits, etc. The Institute offers Soft Skills training programs, Value Added Courses and Certification Programs for enhancing employability of students.

Institution integrates crosscutting issues relevant to Professional Ethics, Gender Equity, Human Values, Environment and Sustainability into the Curriculum through different training programs and activities in association with Project Management Association and affiliating university. The Institute collects and analyses feedback from all the stakeholders to improve Quality of academic performance.

### **Teaching-learning and Evaluation**

The Institute is recognized by the Directorate of Technical Education (DTE), Maharashtra State, with admissions conducted by DTE through state-level (MH-CET) and all India level common entrance tests based on merit cum reservation counselling. The Institute consistently achieves high enrolment rates, reflecting its commitment to quality education.

To support academic excellence, the Institute appoints highly qualified and motivated faculty members dedicated to enhancing students' academic success and research capabilities. This approach fosters constructive learning processes, addressing the co-curricular and extracurricular needs of students from diverse backgrounds and abilities, thereby helping them excel in all areas of Management and Computer Applications.

### **Student-centric Teaching Methods:**

The Institute maintains a teacher-student ratio, emphasizing student-centric teaching methods to promote active participation and problem-solving skills. These methods include online case studies, seminars, online competitions, workshops, crossword puzzles, quizzes, debate competitions and presentations. The Learning Management System 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.

### **Industry Interactions:**

To strengthen industry interaction, the Institute organizes Industrial Visits, Expert Lectures, Summer and Internship Projects. Additionally, students gain extra knowledge by participating in departmental consultancy work.

### **Examination and Evaluation:**

The examination and evaluation process are conducted in accordance with SPPU guidelines. The Institute Examination Committee is responsible for coordination and smooth conduct of all internal and external examinations. Transparency, robustness, and fairness are maintained in the conduct, monitoring, and assessment of examinations. Active learning strategies are employed to make education more effective for all students.

### **Student Performance and Achieving Learning Outcomes:**

The teaching-learning processes are designed to achieve intended outcomes through specific courses and programs. Faculty members enhance the Course Outcomes (COs) prescribed by Savitribai Phule Pune University (SPPU) to ensure that Program Outcomes (POs) are met. These efforts significantly improve students' employability through placements, higher education, and entrepreneurship development, as reflected in the well-appreciated outcomes of MCA and MBA programs.

### **Research, Innovations and Extension**

Research, innovations, and extension activities play pivotal roles in Academic and Institutional Development. These components not only advance knowledge and technology but also significantly contribute to societal progress. India ranks third globally in the startup ecosystem and boasts one of the largest higher education systems. The New Education Policy 2020 aims to bolster research within higher education institutions.

In this context, DYPIMCAM strives to integrate Research, Innovation, and Technology, serving as the foundation of Atma-Nirbhar Bharat. The Institute fosters a research culture where faculty apply for Research Grants, engage in research Projects, and sign MoUs with Industries to offer training that enhances faculty and student capabilities. Aligning with NEP 2020, the Institute has established the Start-up & Innovation Cell, IIC, and IPR Cell to create an ecosystem where students demonstrate their abilities and showcase innovations

through various activities.

The Institute promotes the Indian Knowledge system by integrating Indian literature into research across Management and Technology sectors. To enhance the research culture, the Institute's Research Centre conducts interdisciplinary research published in Book Chapters and Journals. The Institute also organizes Workshops, Seminars on IPR, Research Methodology, and Entrepreneurship, resulting in Patents, Copyrights, and Research papers authored by DYPIMCAM students and faculty members. This initiative fosters the development of young entrepreneurs who launch start-ups with innovative practices.

Addressing societal issues, the Institute encourages student participation in various social activities and outreach programs for holistic development. Collaboration with Industry promotes translational research, providing a supportive environment for educators and students to expand their networks and develop real-time solutions.

The Institute has always encouraged students to participate in different extension activities and outreach programs organized by the Institute Social Responsibility (ISR) forum, including the Information Technology & Management club, also conducts various extension activities in collaboration with NGOs and different Government bodies.

Furthermore, the Institute collaborates with employers to offer internships that serve as valuable learning experiences, equipping students with essential skills and fostering symbiotic partnerships that open doors to promising career prospects. Additionally, the Institution encourages faculty participation in industry trainings, Faculty and Management Development Programs to enhance their skills and instructional standards, thereby advancing technological advancements and ensuring high-quality education for students

### **Infrastructure and Learning Resources**

The Institute recognizes the importance of creating a supportive environment conducive to effective student learning outcomes, fully equipped with essential physical infrastructure facilities. It adheres to the norms established by AICTE and SPPU to develop and improve its infrastructure.

DYPIMCAM offers ICT-enabled facilities for teaching and learning, including smart classrooms, tutorial rooms, and 24/7 Internet and Wi-Fi connectivity. It houses four Computer Laboratories, a Computer Centre, and a Seminar hall with a capacity of 180. These spaces support practical teaching-learning experiences and access to digital resources. The computer labs are equipped with advanced hardware and software, complemented by a Digital Library featuring 15 well-equipped computers. DYPIMCAM has implemented an efficient ERP System to streamline academic and administrative functions, fostering a dynamic learning environment.

Beyond academics, extracurricular activities, indoor/outdoor sports, and wellness spaces enrich the holistic educational experience. The library of the Institute uses **E-Granthalaya** similar to an ERP, managing acquisition, cataloguing, circulation, and SMS notifications. A Web OPAC and Digital Library with servers and calibre for e-book management enhance accessibility. A user tracking system for monitoring the usage of library resources. The Institute library has diverse e-learning resources i.e. DELNET, J-Gate, EBSCO (e-books) & IEEE etc.

DYPIMCAM's robust IT infrastructure supports educational activities with required desktops, projectors, printers, and high-speed internet protected by SOPHOS firewall. Institute has a structured LAN facility; the

whole network is in 2 tier architecture comprising the core, distribution and access. All the end users/workstations are connected through 100/1000 base ports. 1000 Mbps MPLS connectivity from GTPL Communication at Campus level and dedicated 100 MBPS connectivity at the Institute.

College level Maintenance Cell is in place, which monitors regular repairs and maintenance in liason with Central Construction Cell constituted at campus level.

For differently abled students and faculty, the Institute provides ramps and wheelchair facilities. Oversight of the physical infrastructure and related amenities is managed by the Central Amenities and Physical Resources Committee, which conducts regular inspections to ensure maintenance standards are met.

## **Student Support and Progression**

At DYPIMCAM, students are our primary stakeholders, and we are dedicated to implementing student-centric practices to ensure their successful development. We support students through scholarships and free ships provided by various entities, including government bodies, NGOs, industries, individuals, and philanthropists. These initiatives have significantly reduced financial barriers and enabled access to quality education for a substantial percentage of our students.

The institution prioritizes capacity development and skills enhancement through various key programs:

- **Soft Skills:** Enhancing interpersonal skills, teamwork, and leadership qualities.
- **Language and Communication Skills:** Improving verbal and written communication abilities through workshops and courses.
- **Life Skills:** Offering comprehensive initiatives covering yoga, physical fitness, health, hygiene, self-employment, and entrepreneurial skills for holistic development.
- **Technology Updates:** Keeping students updated with current technological trends.
- **Competitive Examinations and Career Counseling:** Providing guidance for competitive exams and career counseling sessions to help students make informed decisions.

Our commitment to student welfare is evident through robust grievance redressal mechanisms and assistance for National and International Placements and Higher Education for MBA and MCA students. Students actively participate and receive awards in co-curricular and extra-curricular activities at the Institute, University, and State levels. To prepare students for placements and competitive exams, we conduct Soft Skills sessions and Add-on Courses. Remedial classes are available for slow learners, and vocational courses add value to the existing curriculum. Industry visits are arranged to provide practical exposure.

Our registered Alumni Association significantly contributes to the Institution's development through Guest Lectures, Seminars, Placement Training and Assistance, Mentorship, Project evaluation and involvement in IQAC.

## **Governance, Leadership and Management**

The Institute is anchored by a robust Vision and Mission, promoting democratic and participative management at all levels of leadership. An organized hierarchy and clear decision-making processes enhance policy effectiveness, visibly demonstrated through stakeholder involvement in various Statutory Committees such as

the Governing Body, College Development Committee, Internal Complaints Committee, and IQAC.

Good governance is manifested through well-defined policies, procedures, and the implementation of e-governance across key areas like Administration, Finance, Student Admissions, and Examinations. The leadership is dedicated to empowering faculty and staff through various regularly enhanced measures. Employees benefit from fee concessions for their wards and career growth opportunities. Faculty Recruitment process is fair, transparent, and adheres to SPPU guidelines. Faculty and staff performance are evaluated through a structured appraisal system.

As a self-financed Institute, optimal fund utilization is critical. This is managed through budget allocation by the Governing Body and adherence to well-defined procedures. Financial planning and audits ensure funds are used appropriately and are available for efficient functioning and new infrastructure development.

The Internal Quality Assurance Cell (IQAC) ensures adherence to quality standards in Teaching-Learning, Research, Publications, Innovations, and Placement Activities. IQAC focuses on continuous improvement by regularly initiating quality measures and implementing strategies for sustenance and enhancement. It encourages innovative teaching, learning, evaluation, and continuous skill development, leading to improved student's academic and placement performance.

The Institution's commitment to its short-term and long-term strategic plans has resulted in sustainable growth. This is evident in the rising numbers of admissions and placements. Driven by a robust academic and research foundation, the Institute aims to pursue academic autonomy to align its courses with the objectives outlined in NEP 2020.

### **Institutional Values and Best Practices**

DYPIMCAM is dedicated to promoting Gender Equity by ensuring eligible and deserving women are integral to our workplace. We emphasize gender sensitization and awareness by conducting various sessions to educate students, faculty, and staff. Sensitization programs aim to change attitudes towards gender equality. Female faculty members play vital roles in administrative and academic committees, while female students are key members of various student committees.

The Institute is fully committed to safeguarding the safety, security, and welfare of all students, faculty, and staff members. Our eco-friendly campus, part of the Dr. D. Y. Patil Educational Campus, has received numerous awards for its green initiatives from the Pimpri Chinchwad Municipal Corporation. We conduct Green Environmental and Energy Audits through external agencies and follow a Green Campus policy to implement sustainable practices.

We provide disabled-friendly facilities, including ramps, lifts, accessible washrooms, appropriate signage, assistive technologies, and other necessary amenities to ensure inclusivity. Our commitment to sustainability includes Waste Management, Water Conservation, Energy Conservation, and E-waste management practices.

Diversity and inclusivity are core values at DYPIMCAM. We instill high values and ethics among students, faculty, and staff, contributing to our distinctiveness. Among our best practices are:

1. **Curriculum ++:** Aimed at enhancing academic excellence and up skilling students for better employability. This includes collaborations with IIT Bombay, Data Tech Lab, NASSCOM, and initiatives such as research



paper presentations and copyrights.

**2. Guardian Faculty Member (GFM):** Designed to help students by identifying and counseling them in areas of improvement.

Students benefit from these best practices, having access to both initiatives.

At DYPIMCAM, we make concerted efforts to inculcate an eco-friendly attitude in students through various activities, addressing effective measures for developing technical and managerial professionals.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	D. Y. PATIL INSTITUTE OF MASTER OF COMPUTER APPLICATIONS AND MANAGEMENT
Address	DR. D. Y. PATIL EDUCATIONAL COMPLEX, SECTOR 29, NIGDI-PRADHIKARAN, AKURDI, PUNE
City	PUNE
State	Maharashtra
Pin	411044
Website	<a href="http://www.dypimca.ac.in">www.dypimca.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	KOWTA SITA NIRMALA K UMARASWAMY	020-27640998	9823120225	020-27653057	director@dypimca.ac.in
IQAC / CIQA coordinator	KAVITA YOGESH SURYAWANSHI	020-27659340	9423487613	020-27656566	iqacordinator@dypimca.ac.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	No

<b>Establishment Details</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Maharashtra	Savitribai Phule Pune University	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC	24-11-2022	<a href="#">View Document</a>		
12B of UGC	24-11-2022	<a href="#">View Document</a>		
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
AICTE	<a href="#">View Document</a>	04-04-2018	12	Annual Extension of Approval
AICTE	<a href="#">View Document</a>	04-04-2018	12	Annual Extension of Approval

<b>Recognitions</b>	
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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	DR. D. Y. PATIL EDUCATIONAL COMPLEX, SECTOR 29, NIGDI-PRADHIKARAN, AKURDI, PUNE	Urban	29.75	4250

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Co course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
PG	MCA,Management,	24	Graduation	English	180	180
PG	MBA,Management,	24	Graduation	English	120	120
Doctoral (Ph.D)	PhD or DPhil ,Management ,MANAGEMENT	72	Post Graduation	English	10	10

### 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	3				7				20			
Recruited	0	2	0	2	0	0	0	0	1	6	0	7
Yet to Recruit	1				7				13			
Sanctioned by the Management/Society or Other Authorized Bodies	1				1				19			
Recruited	1	0	0	1	1	0	0	1	3	16	0	19
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				20
Recruited	10	10	0	20
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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				3
Recruited	3	0	0	3
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	2	0	0	0	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	6	0	7
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	1	0	0	1	1	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	15	0	17
UG	0	0	0	0	0	0	0	0	0	0

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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	5		0		5

**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	392	39	0	0	431
	Female	226	18	0	0	244
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	4	0	0	0	4
	Female	4	0	0	0	4
	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	36	28	40	32
	Female	25	23	29	29
	Others	0	0	0	0
ST	Male	10	11	7	1
	Female	14	9	4	2
	Others	0	0	0	0
OBC	Male	150	155	155	114
	Female	70	83	91	71
	Others	0	0	0	0
General	Male	235	219	214	160
	Female	135	150	174	120
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		675	678	714	529

**Institutional preparedness for NEP**



<p>1. Multidisciplinary/interdisciplinary:</p>	<p>At DYPIMCAM, we have initiated various activities to foster interaction between disciplines within our MBA and MCA programs, aiming to enhance comprehensive understanding of subjects. Our Institution provides a conducive educational environment that supports teaching, learning, innovation, and research. We emphasize the application of computing and management principles in real-world scenarios, encouraging students to work effectively both individually and as team members and leaders in multidisciplinary environments. Open elective subjects are available for all students each semester, offering opportunities to gain interdisciplinary knowledge. Project-based learning is integral to our curriculum; MCA students develop mini-projects across various business domains, while MBA students focus on emerging technologies like Digital Marketing and Data Analytics using Artificial Intelligence (AI). The Institute follows a Credit Based and Choice-Based/elective pattern in alignment with Savitribai Phule Pune University (SPPU) guidelines, ensuring competence and outcome-based learning. We prioritize industrial trainings, summer internships, and research projects involving field studies and industrial visits to prepare students for practical challenges in their respective fields. The Institute is considering the STEM education to support Multidisciplinary/Interdisciplinary education, which is a unique approach to education that focuses on the hard sciences, develops critical thinking skills, and improves problem-solving abilities, by connecting classroom learning to the real world, as per the National Educational Policy (NEP) 2020.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>According to the National Education Policy (NEP) 2020, the Academic Bank of Credits (ABC) is designed to facilitate academic mobility among students by allowing them the flexibility to study across various Higher Education Institutions in the country. It incorporates a credit transfer mechanism that enables students to accumulate credits and obtain degrees, diplomas, or PG diplomas through multiple entries and exits. At DYPIMCAM, the implementation of ABC IDs has been effectively initiated. All MCA and MBA students were briefed about the concept and advantages of having an ABC ID. Each year, class teachers ensured that all the</p>

	<p>students generated their ABC IDs, which are collected via Google Forms. The ABC ID allows students to fill out the SPPU Exam Form on the university portal. The Institute is planning to enter into mutually beneficial MoUs with reputed foreign Institutions/Universities to facilitate Research / Teaching collaborations and Faculty/Student exchange programs to understand and integrate diverse cultures into the educational experience. Course faculties prepare their teaching pedagogy in view of NEP 2020.</p>
<p>3. Skill development:</p>	<p>In response to the rapidly changing technological landscape, upskilling has become imperative. DYPIMCAM has established multiple operational Memorandum of Understanding (MoUs) with diverse companies, professional bodies, and organizations. These partnerships aim to bridge the gap between academia and industry by fostering the development of necessary skills. DYPIMCAM Placement cell conducts various trainings which emphasizes on developing technical skills and knowledge for a specific employment in contrast to theoretical knowledge. The Institute hosts several chapters of students' professional bodies, offering platforms for enhancing both technical and soft skills to gain knowledge through a range of co-curricular and extra-curricular activities. DYPIMCAM follows the Human Resource Development Program (HRDP) policy outlined by Savitribai Phule Pune University, which incorporates various skill development courses into the daily timetable of MBA and MCA programs. These courses include Information Security, Cyber Security, Network Security, MS Excel, Human Resource Management, Digital Marketing, Digital Finance, among others.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Yes, DYPIMCAM has implemented appropriate measures to integrate Indian knowledge systems into MBA and MCA programs. While the medium of teaching, as per the program structure designed by SPPU, is primarily in English, we are committed to sensitizing our students to Indian Knowledge Systems. To achieve this, the Institute organizes "UMANG," an annual cultural program providing a platform for students to showcase Indian cultural systems through various activities. We celebrate various festivals and religious days to foster cultural appreciation across diverse traditions. For students</p>

	<p>who require additional support, remedial sessions are conducted in Hindi, the National language, to ensure thorough comprehension of Technical Competencies. Furthermore, students are encouraged to pursue certifications in languages of their choice through platforms like NPTEL and Swayam. The Institute also conducts courses on the Indian Constitution to deepen students' understanding of Indian knowledge systems. DYPIMCAM library houses a collection of rare books on Indian culture and languages. Additionally, we celebrate "Marathi Bhasha Diwas" to promote the local language of Maharashtra state.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>DYPIMCAM has embraced the Outcome Based Education (OBE) framework and seamlessly integrated it into our teaching, learning, and assessment processes. Our Continuous Internal Evaluation (CIE) Policy aligns closely with OBE principles, emphasizing competency-based activities. The Institution possesses expertise in implementing OBE practices mandated by the National Education Policy (NEP) 2020. Programs at our Institution are structured around defined Course Outcomes (COs) and Program Outcomes (POs). We ensure that these OBE parameters—COs and POs are effectively communicated to all stakeholders. The OBE framework facilitates enhanced achievement levels of Course Outcomes (COs) and POs thereby ensuring holistic educational outcomes.</p>
<p>6. Distance education/online education:</p>	<p>DYPIMCAM has adopted a blended approach to teaching and learning, integrating both online and in-person sessions. Every Saturday, course lectures and industry expert sessions are conducted online using platforms such as Microsoft Teams, Zoom, and Google Meet. Additionally, faculty members and students in MCA and MBA programs are encouraged to pursue online certifications through MOOCs like NPTEL, Udemy, and Coursera. The Institute utilizes ERP system for online assessment tests and content management, ensuring efficient evaluation processes. Access to resources is enhanced through platforms like the IEEE digital library, J-Gate, eBooks, and other online educational resources. Faculty and students benefit from a wide array of educational material, including video lectures and notes, to enrich their learning experience.</p>

**Institutional Initiatives for Electoral Literacy**

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, the Electoral Literacy Club (ELC) has been established at DYPIMCAM with the primary aim of educating the students, faculties and staff about their democratic rights, including the importance of voting. Through the ELC, we promote the vision of the Election Commission of India to strengthen the culture of electoral participation among young and future voters. We organize a variety of activities such as "National Voters Day," voter awareness campaigns, voter pledges, and participation in the electoral process to provide hands-on experience with the democratic system.</p>
<p>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?</p>	<p>Yes, students' coordinators and coordinating faculty members are appointed by the Institute to ensure the effective functioning of the Electoral Literacy Club (ELC). The ELCs at DYPIMCAM are fully functional and operate with a representative structure, involving group of students from MBA and MCA programs. Agenda of the ELC is in line with the Election Commission of India.</p>
<p>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.</p>	<p>The ELC of DYPIMCAM undertakes various orientation sessions. Firstly, students participate in voter awareness camps aimed at educating the public in nearby campus and Housekeeping staff of the Institute through training programs. Secondly, we conduct Essay Writing activity to create awareness and interest among faculty, students, staff members. Thirdly, we celebrate National Voters Day, during which the ELC organizes voter pledges to enhance awareness about the voter registration process and its importance. We also conduct debate and discussions on the Future of Democracy.</p>
<p>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.</p>	<p>The Institute reviews electoral participation, and the impact of various awareness programs. The ELC undertakes various initiatives, particularly awareness drives to promote democratic values and encourage maximum participation in electoral processes. Additionally, the ELC fosters a culture of electoral participation and promotes ethical voting.</p>
<p>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</p>	<p>DYPIMCAM has implemented an awareness program to facilitate voter enrollment among eligible students, faculty and staff members. During the</p>

institutionalize mechanisms to register eligible students as voters.

admission process, it is desirable that students are required to provide a valid Voter ID number, which is recorded in the Institute's records. The Institute supports and facilitates students and faculty by granting leave and permission to visit their hometowns for voting purposes.

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
678	714	529	425	382

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 2 Teachers

#### 2.1

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

Response: 59

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	33	27	24	24

### 3 Institution

#### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
106.54	179.08	44.45	125.66	73.16

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 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:**

##### **A. Effective Curriculum Planning**

D. Y. Patil Institute of Master of Computer Applications and Management (DYPIMCAM) Institute is affiliated to Savitribai Phule Pune University (SPPU), Pune. The Institute offers MCA and MBA Programs. The syllabus is revised from time to time and displayed on the university website and institute website. The Institute has a functional Academic Committee which plans and executes all the academic activities throughout the year. The affiliating University Savitribai Phule Pune University (SPPU) declares Academic Calendar on the university website and in line with this calendar, the Institute as well as the Department Academic Calendar is prepared based on the insights from IQAC (Internal Quality Assurance Cell), College Development Committee (CDC) and Heads of Departments (HOD). The departmental Academic Calendars include curricular, co-curricular, and extra-curricular activities, Add-on courses and training programs. The Institute informs the students about commencement of the academic sessions by notice through ERP.

##### **B. Curriculum delivery through a well-planned process**

Course preferences are collected from faculty members and allocated according to their areas of specialization and expertise as per course preference. The Workload is prepared after the course allocation. The Department wise timetables are equipped and communicated to the students through notice.

The faculty members prepare individual Course files containing course objectives, syllabus, course outcomes, program outcomes, lesson plan and course plan list of textbooks and reference books and other reference material, if required.

##### **Industry expert's inputs are considered in designing and implementation of Open Course(s).**

Class coordinators from students are assigned to each class. To provide personal attention to the students, the Institute has adopted the Guardian Faculties Member (GFM) scheme. Regular GFM meetings are conducted with students to counsel them about their academic performance and personal difficulties.

Institute has smart classrooms having ICT facilities which complement the teaching learning process. The Institute uses ICT enabled teaching and learning processes through Learning Management System.

Effective curriculum delivery is ensured through guest lectures, seminars, workshops and Industry visits,



etc. The Institute offers Soft Skills training programs, Value Added Courses and Certification programs for enhancing employability of students.

The Institute collects and analyses feedback from all the stakeholders to improve quality of academic performance. Based on feedback from industry and alumni stakeholder's institute adopted virtual training and also encouraging students to complete more certifications to bridge industry academia gap.

### C. Continuous Internal Assessment

The Institute Conducts Unit tests, Midterm Exam, End term Exam Theory and Practical Exams as a part of internal continuous evaluation process which are conducted within every semester. The various innovative assessments based on Outcome Based Education (OBE) methods are implemented for each course. The University conducts final examinations for every semester and declares the results. The Institute prepares result analysis and maintains examination records.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 41

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc. Apart from the above:	<a href="#">View Document</a>

### 1.2.2

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

**Response:** 83.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
676	608	437	308	239

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 1.3 Curriculum Enrichment

#### 1.3.1

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

#### **Response:**

The Institute integrates cross-cutting issues in curriculum planning and implementation through different courses offered by the affiliating University which are supplemented by various extension activities to fulfil the requirements of imparting human values, ethics, gender equity and sustainability awareness to students.

#### **1. Professional Ethics**

**Institute in association with professional bodies like Pune Management Association (PMA) and Project management Institute(PMI) conducts various workshops, industry expert sessions ensuring application of latest trends in industry. Alumni Sessions conducted by the institute on regular basis also provide guidance to students on professional etiquettes which are followed in organizations.**

Soft Skill Course is introduced in the MCA programme curriculum by the University. Institute also organizes different training sessions on soft skills for students. **Rubicon Soft Skill Sessions** equips students for the professional world, fostering growth and workplace contribution. The training helps in developing the soft skills. The Institute provides **Language Lab** Sessions through technology-driven methods to improve communication skills.

#### **2. Gender Equity**

Women Grievance and Anti-sexual Harassment Committees formed at the Institute take care of the

issues related to the Gender Sensitivity. The Institute organizes various activities and events to promote Gender Equality, namely International Men’s Day and International Women’s Day celebrations, workshop on health and hygiene for women. The **POSH** (Prevention of Sexual Harassment) session fosters safety and gender equality, equipping students with awareness and responsibility.

### 3. Human Values

The **Indian Constitution** is offered in MCA & MBA programmes curriculum which inculcate the human values like democratic, reflecting justice, liberty, equality, and community values.

**Human Rights and Development Program(HRDP)** is a compulsory course for the students of MBA and MCA programmes. Human Rights Course objective is to imbibe human values among students. Human values and Professional Ethics are addressed through the course “Indian Ethos & Business Ethics” offered in the MBA programme curriculum. Every year the College visits orphanages like “Nachiket Balagram” and “Punarutthan Samarasata Gurukulam” as a social initiative to sensitize students about human values and their duties towards the deprived section of society. The Institute also participates in various Extension Activities like Blood Donation Camp, Tree Plantation and cleanliness drives.

### 4. Environment and Sustainability

The MBA Programme curriculum of affiliating University has provided the Course for final semester MBA students on “Corporate Social Responsibility (CSR) and Sustainability”. The subject focuses on the approach of the corporate world over the issues and requirements of social and environmental factors. The students are sensitized on Sustainability through various case studies on CSR and sustainability initiatives of different companies. The Institute has selected Green Computing as an Open Course for the MCA Program to encourage and inspire students to adopt environmentally sustainable practices for the benefit of society and the planet.

The Institute has established Sustainability Development Forum (SDF) which organizes various activities to cultivate and integrate principles of Sustainable Development. The SDF also organizes Conferences & knowledge sharing sessions on Sustainability to deliberate on innovative environmental solutions as well as to raise awareness about Sustainable Practices.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

#### 1.3.2

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

**Response:** 83.33

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

Response: 565

<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**1.4 Feedback System****1.4.1**

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

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

<b>File Description</b>	<b>Document</b>
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 98.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
300	300	240	177	168

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

2022-23	2021-22	2020-21	2019-20	2018-19
300	300	240	180	180

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	87	62	59

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	87	62	59

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule ( Translated copy in English to be provided as applicable)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 22.6

## 2.3 Teaching- Learning Process

### 2.3.1

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

**Response:**

The Institute has transitioned from traditional Teaching to a Learner-Centric approach, focusing on enriching students' knowledge, skills, and confidence. By adopting Experiential Learning, Participatory Methods, Problem-Solving Techniques and Project based learning ICT-Based Learning, the Institute enhances the student learning experience and promotes self-directed learning. These innovative methods create a dynamic platform to encourage the students for enhancing technical skills sets.

**Student Centric Methods and activities undertaken:**

<p><b>1. Experiential Learning:</b></p> <p>a) Providing practical, real-world application of knowledge.</p> <p>b) Fostering reflection for deeper understanding.</p> <p>c) Developing practical skills through active engagement.</p>	<p><b>Activities Undertaken:</b></p> <p>1. <b>Industrial Visit-</b> Experience current industry practices.</p> <p>2. <b>Practical Session-</b> Hands-on exercise on real time problem solving.</p> <p>3. <b>Value Added /Add-on Course-</b> To enhance Employability Skills set.</p> <p>4. <b>Neuron 2019: DYP Hackathon-</b> Foster innovation and creativity through coding exercise.</p> <p>5. <b>Workshop-</b> Provide interactive learning experiences.</p> <p>6. <b>Virtual Lab Simulation Activity in association with IIT Bombay-</b> To foster real practical experiments through Simulation.</p> <p>7. <b>Project Guidance and Mentoring by Alumni-</b> Industry Expert mentoring to enhance project work.</p> <p>8. <b>Role Play Activity-</b> Develop practical skills and real-world insights.</p>
<p><b>2. Participative Learning:</b></p> <p>a) Facilitate peer learning to address skill gaps.</p> <p>b) Highlight the importance of effective teamwork.</p> <p>c) Cultivate leadership qualities in students.</p>	<p><b>Activities Undertaken:</b></p> <p>1. <b>Group Presentation-</b> Effectively present ideas and research work.</p> <p>2. <b>Poster Presentation-</b> Communicate graphically research findings of problem findings.</p> <p>3. <b>Industry Expert Session-</b> Offers valuable insights on emerging trends.</p> <p>4. <b>Group Discussion-</b> Foster collaborative learning and knowledge sharing through teamwork.</p>

	<p><b>5.Tutorial-</b> Provide comprehensive subject understanding and guidance.</p> <p><b>6.Management Games-</b> Enhance decision-making skills and cultivate leadership skills.</p> <p><b>7.IT Assembly-</b> Provide the platform to deliberate on emerging trends in Information Technology by student for students.</p> <p><b>8.Lakshya Activity-</b> To showcase innovative ideas of various business case studies.</p>
<p><b>3. Problem Solving Methods:</b></p> <p>a) Improve problem identification and definition skills.</p> <p>b) Formulate strategies for analysing and evaluating solutions.</p> <p>c) Foster effective implementation of problem-solving techniques in diverse contexts.</p>	<p><b>Activities Undertaken:</b></p> <p><b>1. Case Study Based Assignment-</b> Enable analysis of real-world business scenarios, fostering practical problem-solving skills.</p> <p><b>2. Game Pedagogy –</b> Promote interactive learning and creativity.</p> <p><b>3. Numerical Based Assignments-</b> Application of Statistical Techniques to solve case study related problems.</p> <p><b>4.Competency Based Activity-</b> Develop problem solving skills pertaining to the assignments.</p>
<p><b>4. Project Based Learning:</b></p> <p>a) Involving students in real-world challenges.</p> <p>b) Promoting teamwork and collaboration.</p> <p>c) Developing critical thinking, problem-solving, and decision-making abilities.</p>	<p><b>Activities Undertaken:</b></p> <p><b>1. Summer Internship Project (SIP)-</b>To gain practical industry exposure</p> <p><b>2. Mini Project-</b> Demonstrate project management skill in domain specific specialization.</p> <p><b>3. Industry Internship Project-</b> Provide practical exposure and real time project development in collaboration with Industry Partners.</p>
<p><b>5. Use of ICT:</b></p> <p>a) Foster interactive, collaborative learning for tackling real-world challenges.</p> <p>b) Prepare students to effectively manage practical issues in their professional journeys.</p>	<p><b>ICT Tools Used:</b></p> <ol style="list-style-type: none"> <li>1. LMS (Learning Management System)</li> <li>2. Microsoft Teams</li> <li>3. Gnomio Moodle</li> <li>4. Google Meet</li> <li>5. Zoom</li> <li>6. Online Resources</li> </ol> <ul style="list-style-type: none"> <li>• EBSCO</li> </ul>



- K Nimbus
- J-Gate
- DELNET

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

## 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 year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
30	33	27	24	24

<b>File Description</b>	<b>Document</b>
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.4.2

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

**Response:** 30.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	8	9	11

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>

## 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:**

DYPIMCAM has established an Internal Assessment mechanism that aligns with the Examination policies of Savitribai Phule Pune University.

**Internal Examination and Assessment Mechanism:** At the start of each semester, students are informed about the Continuous Internal Evaluation(CIE) through the Academic Calendar.The course faculty members of both MCA & MBA programs conduct various assessments throughout the semester such as, Internal Exams,Competency Based Activity namely Assignments,Tutorial,Case Studies, Presentations,Group Discussion,Subject Specific Certifications.The schedule for the same is disseminated to the student via Notice.

The Institute has established an Internal Examination Committee for smooth conduction of exams. As per the approval from the concerned authorities,the Examination Committee disseminates the Exam Timetable to students as well as the course faculty. Accordingly,course faculty prepares Question Paper which is mapped with the Course Outcomes as per Bloom's Taxonomy Level mentioned in prescribed curriculum of affiliating University. After successful conduction of each internal examination,Examination Committee handover answer sheet to respective course faculty for further evaluation process which need to be complete within stipulated time.The Evaluated Answer Sheets are circulated by course faculty with the respective students to address their grievances,if any.Subsequently, the Examination Committee displays exam Result on the academic notice board.

Moreover,at the end of each Semester,the Internal Marks as per the CIE Scheme mentioned in the Academic Calendar of each course are disseminated to all the students and the same are uploaded on the university portal.

**External Examinations and Assessment Mechanism:** External examinations are conducted according

to the Schedule, Rules, and Regulations stipulated by the affiliating University. External Examinations are directed by the Examination Committee, which includes the College Examination Officer (CEO), an Internal Senior Supervisor from the institute, and an External Senior Supervisor appointed by the university.

The institute communicates to students about the examination timetable which is declared by the University. The CEO smoothly conducts the examination as per guidelines of the Controller of Examination of the University. The Students appear for examination of each course by following the Code of Conduct laid down by the Examination Committee. Later, all the answer sheets are submitted to CAP (Central Assessment Program) Centers on the same day of exam for further evaluation.

The Director of the authorized CAP Center issues an appointment letter regarding paper evaluation to respective examiners. The paper assessment process is strictly carried out at the CAP Center and evaluated answer sheets with results are submitted to the Controller of Examination of the University. The University declares the final Results on the official website. Further, the Institute collects hard copies of Mark Sheets.

**Grievance Redressal System:**

With a well-defined system for handling examination-related grievances, students can approach the CEO and the Director of the Institute for redressal. The External Exam-related grievances namely verification, photocopying or re-evaluation of their answer sheets can be submitted through University Student Portal by the students. However, Students can submit their Internal examination grievances through the written application. The submitted grievance application undergoes scrutiny to determine its validity. Then, the Institute or University implements corrective measures to effectively redress the grievances.

This entire process ensures fairness, transparency and efficiency in internal/external assessment.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**2.6 Student Performance and Learning Outcomes**

**2.6.1**

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

**Response:**

The institute offers MCA and MBA programs which follows the curriculum designed by Savitribai Phule University (SPPU), Pu. The prescribed syllabus structure mentions Program Outcomes (POs) and Course

Outcomes (COs) for each course. The PO's and CO's of the respective programs are available on Institute's website for all the Stakeholders. Course Outcomes are disseminated through Institute ERP –LMS Module for all the Courses of both MCA and MBA Program. Moreover, the hard copy of POs and COs of all courses is available at the Institute Library for Faculty members and Students' reference. On the Induction Day program, the Institute circulates "Student Booklet" where POs of both program are mentioned. At the beginning of every semester, COs and POs are discussed with the students during the Orientation Session. The Course Outcomes (COs) are mapped with Program Outcomes (POs). Then, the course faculty outlines the milestones in course delivery and prepares Course Plan, Lesson Plan, Competency Based Activities Plan, mapping of Bloom's Taxonomy Level for each course outcome and CO-PO mapping Matrix.

The attainment of COs and POs are calculated for all the courses by the course faculty. Every CO attainment is measured through direct and indirect attainment. Direct assessment includes Unit Test, Mid Term examination, End Term examination, Assignments. Indirect assessment consists Course Exit Survey carried out at end of the semester by each course faculty for all the students. Once the Course Outcomes (Cos) is measured, the Program Outcomes (POs) is calculated by using a CO-PO Matrix and Program Exit Survey Analysis.

- Program Outcomes (POs) of both program are listed below:

MCA Programme Outcomes	MBA Programme Outcomes
PO1: Computational Knowledge	PO1: Generic and Domain Knowledge
PO2: Problem analysis	PO2: Problem Solving & Innovation
PO3: Design /Development of Solutions	PO3: Critical Thinking
PO4: Conduct investigations of complex Computing problems:	PO4: Effective Communication
PO5: Modern Tool Usage:	PO5: Leadership and Team Work
PO6: Professional Ethics	PO6: Global Orientation and Cross-Cultural Appreciation
PO7: Life-long Learning	PO7: Entrepreneurship
PO8: Project management and finance	PO8: Environment and Sustainability
PO9: Communication Efficacy	PO9: Social Responsiveness and Ethics
PO10: Societal and Environmental Concern	PO10: Life Long Learning
PO11: Individual and Team Work	---
PO12: Innovation and Entrepreneurship	--

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words****Response:**

The accomplishment of Program Outcomes (POs) and Course Outcomes (COs) is assessed using both direct & indirect methods. Blooms Taxonomy analysis of PO and CO Statement is made.

When assessing CO-PO attainment, the Direct way of evaluation is given 80% weightage, while the Indirect mode of evaluation is given 20% weightage. The Course Outcome (CO) is measured through the performance of students in the Internal as well as External Evaluation Tools for the particular course. Each evaluation tool is mapped to a particular Course Outcome (CO). To evaluate direct CO attainment, the University marks, Unit Test Marks, Mid Term examination Marks, End Term examination Marks, Competency based Activities like Case Studies, Tutorials, Assignments, and Presentations etc. marks are considered. The marks are recorded and prepared as individual sheet for CO attainment. To calculate Indirect CO attainment, Course End Survey analysis is carried out for each individual course. Once the Course Outcomes (COs) is measured, the Program Outcomes (POs) can be attained by using a CO-PO Mapping Matrix. Also, Program Exit Survey Analysis is conducted at the end of program.

**Evidence of CO-PO Attainment:****1. Mapping of CO to PO of Managerial Accounting Course:****2. Analysing the BT Level in CO Attainment:**

CO-101.2: Ability to Explain Cost Accounting

Identify BT Verb- Explain and Its level in CO Attainment

**3. CO Attainment:****3.1 Direct Assessment:**

- **Internal Assessment: Assignment:** Ability to Explain the Cost Accounting.

Mapping of CIE: Assignment is with CO2 & the weightage is 10 Marks.

- **University Level Assessment:** Differentiate Cost and Management Accounting - 10 Mar

Let's assume 10 Students appeared in Examination and marks obtained by them as follows:

Students No.	Marks Obtained
1	7

2	7
3	6
4	3
5	4
6	7
7	6
8	3
9	2
10	1

(Threshold 60% is set as per University performance level)

Max Marks— 10

60% Marks: 06

No. of Students Scoring >=60% >=06 Marks = 05 Students

For 50% attainment level is 2

Particulars	Level Attained	Value
External/University Exam	2	1.4
Internal Assessment (CIE)	3	0.9
<b>TOTAL</b>		<b>2.3</b>

It means, CO is disseminated in approx. 77 % of Students.

**3.2 Indirect Assessment:** Course End Survey: on scale of Marginal, Adequate, Proficient/Skilled, and Advanced.

Method	Level Attained	Weightage	Value
Direct (COs)	2.3	80%	1.84
Indirect (Course End Survey)	3	20%	0.6
<b>CO Attainment</b>			<b>2.44</b>

**4. PO Attainment:**

Particulars	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>Direct: 80 % Average attainment COs</b>	1.5	1.5	1.5	1.3	1.3	1.5	1.3	1.3	1.2	1.4
<b>Indirect: 20% Average attainment</b>	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6

nt Feedb ack /Survey										
Final PO Attai nment	2.1	2.1	2.1	1.9	1.9	2.1	1.9	1.9	1.8	2

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 2.6.3

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

**Response:** 92.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
295	345	151	153	94

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

2022-23	2021-22	2020-21	2019-20	2018-19
329	375	152	153	114

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response:**

<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>



## 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:** 11.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
10.05	0	0	0	1.38

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

In today's era, fostering creativity, collaboration, and experimentation is vital. Institutions support this with funding, mentorship, and advanced facilities for innovation. To this end, the Institute has established an Innovation Ecosystem based on four key pillars.

**1. Ecosystem for Innovation:** The Institute is dedicated to fostering innovation among both students and faculty. To achieve this, two specialized Cells have been established under the Innovation Ecosystem:

**a. Start up and Innovation cell:** Established in 2019 under affiliated University guidelines, the Start-up and Innovation Cell promotes innovation within the Institute. It has organized activities such as the Smart India Hackathon, Avishkar, and entrepreneurship guest sessions. Through regular interactions with innovators and entrepreneurs, the Institute inspires students to pursue entrepreneurship. As an outcome,

three students received a Certificate of Excellence for their outstanding projects.

**b. Institution's Innovation Council (IIC):** In 2023, the Institute established the Ministry of Education’s Institution Innovation Council (IIC), including faculty and student members. It conducts entrepreneurial and research-based activities like seminars and workshops to enhance the innovation ecosystem and cultivate students' entrepreneurial skills.

**c. Research Centre:** The Institute's Research Centre supports and facilitates research, encouraging faculty to mentor as research guides and students to engage as research scholars, advancing academic knowledge for technical and social development. It promotes awareness in preparing research proposals, publishing papers, and articles. State, National research conferences and Online International Level workshop was hosted by the institute with active participation from students and faculty and research scholars. Six students have earned doctoral degrees, contributing to research alongside faculty publications in esteemed journals and conferences.

**d. Collaboration with Industries:** The institute has fostered an ecosystem for innovation through robust collaboration with industries. This includes partnerships for research and development, internships, and live projects, enabling students and faculty to work on real-world problems. Industry experts regularly conduct workshops and seminars, providing valuable insights and mentorship. This synergy enhances practical learning, encourages innovative thinking. Institute has various MOU’s, few of them are Data Tech Lab and Cyber Security MOU with Tech Mahindra.

**2. Indian Knowledge System (IKS):** The Institute promotes IKS at the Institute level through interdisciplinary research. This initiative includes encouraging students to opt for value added courses such as Indian Ethos, Indian constitution as the part of the curriculum. The study of IKS is enhanced by the availability of books and e-resources provided through the library.

**3. Intellectual Property Right Cell:** The Institute's dedicated Intellectual Property Rights (IPR) cell educates stakeholders on protecting research ideas through seminars, workshops, and conferences on patents, trademarks, and copyrights. Students and faculty enhance IPR awareness by publishing patents and copyrights, strengthening the institution's innovation culture. IPR cell is registered in the AICTE KAPILA portal. Faculty members and students are informed about IPR and given guidance and supported by the Institute.

**4. Incubation Linkages:** The Institute initiated Incubation linkages with Evolving X to foster connections between start-ups, industry experts, and investors, providing vital support for innovation and growth.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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:** 40

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	6	6	7	9

**File Description**

**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.3 Research Publications and Awards

**3.3.1**

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

**Response:** 1.27

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	13	10	23	15

<b>File Description</b>	<b>Document</b>
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Link to re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Links to the papers published in journals listed in UGC CARE list or	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:** 1.27

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	11	14	16	27

<b>File Description</b>	<b>Document</b>
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>

## 3.4 Extension Activities

### 3.4.1

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

**Response:**

Aligned with its Vision, Mission, and core values, the Institute actively engages in various extension activities to strengthen bonds with the local community and cultivate a sense of social responsibility among students and staff towards community needs and pertinent social issues. Students enthusiastically participate in these endeavours, contributing to societal growth and development.

The Institute sensitizes students to social issues through diverse extension activities within the local community:

1. The Institute supports four children from Nachiket Balgram, an orphanage in Akurdi, Pune.
2. It has established the Institute Social Responsibility (ISR) Forum, including the Information Technology & Management Club, which trains students from nearby orphanages like Nachiket Balgram.
3. Various events are organized in collaboration with NGOs, such as Sankalp Saptah during the Founder President Padmashree Dr. D.Y. Patil birthday celebration week. These events include visits to orphanages old age home, leprosy home, and centre for disabled soldiers.
4. Students and staff participate in tree plantation drives on Environmental Day. The efforts of the Institute are also recognized through appreciation letter for My Earth initiative by environment and climate change department of Government of Maharashtra.
5. Special sessions on first aid and firefighting awareness are conducted for students.
6. Teachers' Day is celebrated annually on September 5th to recognize teachers' dedication.
7. International Women's Day is celebrated on March 8th to honour Women's achievements. To mark the day, Women excelling in various fields internal and external to the institution are invited and felicitated.
8. Students engage in road safety awareness activities like street plays, poster displays, and no-vehicle days in association with local authorities of municipal corporations.
9. Training sessions are conducted annually to inform students from rural backgrounds about changes in admission procedures by regulatory authorities in Maharashtra.
10. Cleanliness drives are conducted at Durga Tekdi and Akurdi Railway Station under the Swachh Bharat initiative to instill social responsibility.
11. The Institute participates in the annual Blood Donation Camp organized by Armed Forces Medical College, Pune.
12. Spiritual and human values are emphasized through activities involving spiritual leaders like Swamy Mitranandji and Dada Vaswani, alongside social engagements such as Alandi Wari with NGOs, involving distribution of food and essentials to those in need.
13. Programs focusing on environmental conservation and sustainable practices, such as conferences with the Council of Sustainable Peace and Development, promote awareness among students.
14. Philanthropists are specially invited and their sessions are arranged to sensitize students to develop Social Responsibility.
15. The Art of Living Foundation organized the Eduyouth Meet, during which the Institute participated and received a Letter of Appreciation for its active engagement in social welfare initiatives.

These extension activities aim to foster positive changes in students' attitudes, behaviours, and adaptability, thereby fulfilling the Institute's commitment to social engagement and community impact.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 3.4.2

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

##### **Response:**

Education serves as a potent tool in instilling compassion for the underprivileged and a dedication to serving humanity, thereby fostering the holistic development of students at D. Y. Patil Institute of Master of Computer Application and Management. The institute is committed to preparing socially responsible individuals who learn through practical engagement and strive to become exemplary citizens. Emphasizing service learning, the institute encourages students to actively participate in various extension activities.

As a result of these efforts, the institute has received numerous awards and recognitions for its exemplary extension activities in social service from government and government-recognized bodies. These accolades underscore the college's commitment to social responsibility and its success in making a positive impact on society. These extension activity engagements of students have led to various accolades to college as follows:

- Institute received recognition towards conducting Social Immersion Program exhibiting meticulous planning & enthusiastic participation at Punaruthhan Samarasata Gurukulam. Lions Club also appreciated the institute by awarding Letter of Appreciation towards social engagement.
- Letter of Appreciation as recognition received for enhancing the skills of the students through Outreach Programme by Virtual Labs, IIT, Bombay and National Stock Exchange of India.
- Institute received recognition for conducting the Computer Literacy Program and Children's day celebrations at nearby orphanage. The computer literacy program was conducted by the students of the Institute at Nachiket Balagram to create enthusiasm among the kids of the orphanage towards learning about computers and their usage.
- Eduyouth Meet was organised by Art of Living Foundation and Institute got the letter of Appreciation for active participation in social welfare.
- At individual level, awards were received by faculty members namely Dr Shalaka Parker for eminent contribution in the development of innovative system for upskilling to the society by Bestow Edutrex International and Dr Kavita Suryawanshi received award for inculcating the importance of environmental conservation and sustainable practices among students from the Council of Sustainable Peace and Development.

The Institute also engages annually in social initiatives in collaboration with NGOs, distributing food and essentials to those in need.

Tree plantation drives are organised to encourage community participation. The **Shramdan** activity every month is organized to create awareness about cleanliness and environmental issues among students and staff members of the Institute. Additionally, such drives often promote teamwork and community cohesion as individuals work together towards a common environmental goal. The efforts of the Institute are also recognized through appreciation letter for My Earth initiative by environment and climate change department of Government of Maharashtra. Furthermore, regular blood donation camps are organized to contribute to lifesaving efforts.

All these accolades serve as motivation to continually enhance societal benefits through holistic student development and institute engagement

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 3.4.3

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

**Response:** 50

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	14	6	8	12

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>

## 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:** 28

<b>File Description</b>	<b>Document</b>
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>



## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

**The Institution has adequate infrastructure and other facilities for,**

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

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

**Response:**

The Infrastructure of D. Y. Patil Institute of MCA and Management meets the standards set by the All India Council for Technical Education (AICTE) and Savitribai Phule Pune University. The Institute features spacious classrooms equipped with modern amenities such as Smart Boards, Projectors, Wireless Microphones, Sound Systems etc to ensure student engagement and facilitate a vibrant learning environment. In accordance with AICTE guidelines, the Institute also includes four Computer Laboratories, a Computer Centre, and a Server Room. The Institute also has well developed air conditioned Seminar hall of 180 seating capacity to facilitate various activities of academic interest.

The Computer laboratories at Institute are equipped with essential hardware, both licensed and open-source software and computer peripherals and three servers connected via a robust Local Area Network with power backup providing students with practical, hands-on learning experiences. The Institute's library, which includes a Reading Hall that can accommodate up to 100 people, features a Digital Library supported by 15 computers. The library also includes an interactive kiosk for efficient resource searching.

Additional library services include reprographic facilities, Internet connectivity, and access to the E-Granthalaya Library and Information Management Software. Furthermore, the Institute implemented ERP System for Teaching, Learning, and Administrative tasks, while Microsoft Teams serves as a versatile platform for blended mode academic delivery, demonstrating the institute's commitment to fostering an enriching educational environment.

As part of the Dr. D. Y. Patil Educational Complex in Akurdi, the Institute is renowned for its advanced facilities. It promotes a lively environment for a variety of extracurricular activities, acting as a platform for students to showcase their hidden talents, nurture leadership abilities, and promote teamwork.

Indoor gaming enthusiasts at DYPIMCAM can enjoy facilities for Chess, Table Tennis, Carom, and other activities at DYP Gymkhana. Sports complex facility is also available to play Outdoor games like Cricket, Volley ball etc. for the students. These amenities receive regular maintenance, especially in preparation for annual events, encouraging MCA and MBA student's participation in Inter-collegiate competitions.

Recognizing the importance of holistic well-being, DYPIMCAM provides students with open areas

earmarked as student plaza's and auditoriums to facilitate group activities and yoga and meditation events, contributing to the overall physical and mental wellness of the students.

The Institute's commitment to a comprehensive educational experience is evident in its unwavering support for both academic and extracurricular pursuits.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.1.2

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

**Response:** 11.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
14.72	2.91	13.95	20.65	10.25

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1

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

**Response:**

The Library of the Institute uses E-Granthalaya, an Integrated Library Management System (ILMS), comparable to an Enterprise Resource Planning (ERP) system tailored for library management, marked a milestone with the introduction of E-Granthalaya 3.0. This upgrade streamlined administrative tasks and improved user services. Powered by MS SQL Server 2005, the system facilitated efficient data entry in local languages, thereby catering to diverse user needs and enhancing accessibility.

E-Granthalaya offers a comprehensive suite of modules essential for modern library operations. These include acquisition, cataloging, circulation, serials management, Barcode Technology for inventory control, SMS Integration for timely notifications, Stock Verification for inventory accuracy, and an Online Public Access Catalog (OPAC) for user-friendly searches. Its robust features efficiently manage book issues, returns, and user account details, creating a seamless library experience. The automation provided by E-Granthalaya is fully comprehensive, allowing library staff to focus more on user services rather than administrative tasks. Version 3.0, Review 31, introduced in 2008, represents a mature stage of development with refined features and enhanced operational efficiency.

In Addition to core automation, the Institute's library incorporates advanced technological capabilities to enrich user interactions and expand access to digital resources. A Web OPAC allows easy searches for books, e-books, and e-journals via a user-friendly kiosk system for efficient searching of library resources. In addition, Institute has Digital Library infrastructure includes two dedicated servers and 13 computers to provide seamless access to a wide array of E-books and E-journals online along with reprographic facilities.

The library effectively manages yearly subscriptions to eBooks from EBSCO and E-Journals such as DELNET, J-GATE, IEEE, and Science Direct, providing valuable digital resources that support learning, research, and information needs. To manage its extensive digital collection, the institute uses Calibre, a versatile open-source e-book management suite. Calibre supports organizing, displaying, editing, creating, and converting e-books, ensuring that the Digital Library's offerings remain dynamic and accessible. The collection includes rare books, open-source publications, and daily online newspapers, all curated and easily accessible through Calibre's intuitive interface.

Additionally, the library has implemented a user tracking system to monitor in-and-out activities, helping to record attendance and analyse peak times and overall usage patterns. This system enables the library to effectively manage user flow and optimize resource allocation.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1

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

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

**Response:**

DYPIMCAM's advanced IT infrastructure is essential for supporting a wide range of educational activities. Over time, the institute has continuously upgraded its IT resources and infrastructure which now comprises of 276 desktop Computers, 6 Laptops, 20 LaserJet printers, 9 Projectors, 8 Wi-Fi access points, 33 CCTV cameras, 7 PA audio systems, 2 Xerox machines, 7 online UPS backup systems with a 125KVA genset for continuous power, 10 webcams with headsets, 9 additional Wi-Fi access points in corridors, library, and labs, and 3 strategically placed Smart TVs in boardrooms, seminar halls, and corridors.

The latest software applications include the Microsoft Campus Agreement, along with open-source software as per AICTE guidelines and the SPPU curriculum. Computers are equipped with the latest Windows operating systems and a variety of licensed and open-source software, including Microsoft Suite, Oracle, IBM Rational Rose, UNIX, Ubuntu. Quick Heal antivirus software is renewed annually to ensure the security and operational efficiency of all institute data and resources.

The labs are equipped with projectors for practical demonstrations, printers, and scanners. All computers are connected through a LAN with structured cabling and client-server architecture, enabling efficient resource sharing and communication. The network includes five servers, with three dedicated to application software, ERP system and SPPU examinations, while the other two serve as antivirus and FTP servers.

Seminar halls and classrooms are equipped with Public address systems. The institute is secured with 33 CCTV surveillance cameras. Reliable internet connectivity is ensured, with speed of 100 Mbps and Wi-Fi speed as 30 Mbps. Network security is strengthened by SOPHOS, a centralized firewall solution that enables effective monitoring, bandwidth management, and internet security protocols.

To ensure quality teaching, learning, and research, the institute provides access to a variety of online resources. All classrooms are equipped with projectors, and the laboratories are well-equipped with internet access. Students and faculty members can access electronic journals and e-books from any device. They also have access to NPTEL and MOOCs resources, as well as research content. Additionally, digital library resources are available to both students and faculty members. Each faculty member has been provided with a Computer and Internet connection for creating computer-aided teaching materials. Printing facilities are accessible in both departments with regular maintenance which is carried out by a dedicated maintenance team appointed at the Campus level. The coordinator of the Computer facilities oversees activities to ensure all computers and printers are functioning correctly and informs the maintenance team in case of any complaint.

Maintenance is done by a team of experts & engineers available in the campus on all days. Engineers and coordinator from computer lab coordinate the activity to ensure all computers and printers are in proper working condition

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**4.3.2**

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

**Response:** 3.75

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

Response: 181

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>

**4.4 Maintenance of Campus Infrastructure****4.4.1**

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

**Response:** 36.74

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

2022-23	2021-22	2020-21	2019-20	2018-19
40.67	64.31	13.04	49.79	26.50

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 66.57

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

2022-23	2021-22	2020-21	2019-20	2018-19
406	433	384	327	266

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

#### 5.1.2

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

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

**Response:** A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:** 96.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
648	697	512	415	360

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.1.4

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

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

**Response:** A. All of the above



<b>File Description</b>	<b>Document</b>
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	<a href="#">View Document</a>

## 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:** 61.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
207	242	85	92	66

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

2022-23	2021-22	2020-21	2019-20	2018-19
332	376	152	153	116

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

### 5.2.2

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

**Response:** 10.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	5	16	7	12

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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: 7**

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	0	1	1

File Description	Document
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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: 32.4**

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	32	31	33	34

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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 Institute established its Alumni Association on 4th March, 2012, with the aim of fostering personal connections and establishing a strong network among its Alumni. Over the years, the Alumni Association has played a pivotal role in the Institute's growth and development. Their substantial contributions, support and active involvement, have considerably improved the Institution's infrastructure, academic milieu, and community engagement. Given that many Alumni of the Institute now hold prominent positions in various prestigious organizations, and a significant number have successfully launched their own entrepreneurial ventures, their influence and achievements serve as an inspiration to current students and reflections of the Institution's impact on their professional trajectories.

**Objectives of the Alumni Association:**

- To encourage the Alumni to actively contribute to the Institute's growth and development.
- To create opportunities for regular engagement through Alumni meets and events.
- To harness the experience and insights of Alumni by organizing interactive sessions with current students.
- To assist students in their career development and placement endeavours.

**The Alumni Association has made significant contributions to the Institute's development through various initiatives:**

- **Guest Lectures and Workshops:** Alumni contribute by conducting guest lectures, facilitating skill development workshops, and leading practical training sessions to enrich the academic curriculum with practical insights.
- **Mentorship and Networking:** Alumni provide career guidance through mentorship programs and participate in networking events to connect students with industry professionals and potential employers.
- **Attendance in Key Events:** The Alumni consistently and enthusiastically participate in a wide range of Programs. Their involvement is multifaceted, as they take on prominent roles such as Keynote Speakers, Mentors, and Chief Guests.
- **Representation in College Development Committee:** An Alumni representative is appointed to the College Development Committee, playing a crucial role in the Institute's development by providing valuable insights and recommendations.
- **Alumni Association Meetings:** At the start of each semester, the Alumni Association organizes meetings where Faculty and Alumni collaborate on initiatives for Academic Excellence and Industry Engagement.
- **Involvement in IQAC:** The IQAC includes an Alumni representative who offers valuable insights into current industry trends and requirements. Based on Alumni feedback, the Institute implements strategic measures to enhance student employability.
- **Support in Placement Activities:** Given that many Alumni hold senior positions; they actively facilitate placement drives within their respective companies.
- **Contribution in Evaluating Student Industry Projects:** Alumni actively engage in the evaluation of student industry projects, providing valuable feedback and expertise based on their professional experience and domain knowledge.
- **Alumni Feedback:** The Institute gathers feedback from Alumni, which contributes to improving

the quality of education.

The Alumni Association has played a crucial role in shaping the Institution's advancement. Their contributions have been pivotal in facilitating substantial progress, enriching the academic environment, improving career prospects, and nurturing a cohesive community spirit. Looking ahead, sustained Alumni engagement and support will be essential for consistently achieving the Institutional objectives and upholding our legacy of Excellence.

Additionally, the Institute also hosts Alumni Meets to cultivate ongoing connections and promote collaboration among its student body.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### **Response:**

D. Y. Patil Institute of Master of Computer Applications and Management, established in 2002, operates under the guidelines and norms of various statutory and regulatory agencies such as AICTE, DTE, ARA, FRA, and Savitribai Phule Pune University. The Institute's vision, mission, and core values are embodied in its commitment to good governance. Leadership at all levels consistently upholds these principles, ensuring that every aspect of the Institution's operations reflects its fundamental goals and ethical standards.

**The Vision of the Institute** mainly focuses on Academic Excellence, Innovation, Experiential Learning, Research and Employability to students and hence contribute to the growth and development of society.

**The Mission statement** describes the areas of focus such as inspiring students to be Lifelong learners, foster experiential learning and to promote innovation and research through value-based education.

The Institute's Vision and Mission statements are communicated to stakeholders through the Institute website-and displayed in prominent areas.

The governance of the Institute is structured through various functional committees, including the Governing Body, the College Development Committee (CDC), and other statutory and non-statutory committees. These committees are dedicated to promoting effective academic advancement and the comprehensive development of students. The management regularly reviews periodic feedback through the Governing Body, which meets at least twice a year according to regulatory norms. The CDC, formed as per the Maharashtra University Act 2016, plays a crucial role in this structure.

In alignment with the National Education Policy (NEP), the Institute has implemented practices to ensure equitable learning opportunities and deliver high-quality education for all. Faculty members are encouraged to participate in workshops and essay competitions outlining NEP principles. Additionally, all students are registered on the Academic Bank of Credit portal hosted on Digilocker by the affiliating university.

The institutional leadership has been recognized with several prestigious awards, including being named one of the top 10 colleges managed by women in 2021 by Women Entrepreneur Magazine-India, and receiving the Outstanding Academic Leadership Award in 2019 from the Center of Education Growth and Research (CEGR). This sustained growth is distinctly reflected in the institution's increased intake capacity.

Decentralization is a cornerstone of the Institute's governance, with functional committees comprising faculty members from various departments playing a crucial role in designing and implementing policies and plans. These committees bring together diverse skills and perspectives, embodying the Institute's commitment to participative management. The committees collaborate effectively to support the planning and execution of academic and administrative activities. This inclusive approach fosters holistic thinking and enhances decision-making by integrating a wide array of viewpoints. Additionally, the Institute maintains an active student council, further promoting participative governance.

The Institution's commitment to its short-term and long-term strategic plans has resulted in sustainable growth, evident in the rising numbers of admissions and placements. Driven by a robust academic and research foundation, the Institute aims to pursue academic autonomy to align its courses with the objectives outlined in the National Education Policy (NEP) 2020. Through these efforts, the Institute continues to advance its mission of providing high-quality education and fostering the development of students, ultimately contributing to societal progress.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

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

**Response:**

The Institute adheres to the regulations set forth by the All India Council for Technical Education (AICTE) and Savitribai Phule Pune University (SPPU). Clear strategic plans are established, communicated, and executed efficiently to achieve the objectives in accordance with the policies of these regulatory bodies.

Administrative policies and procedures are clearly defined and regularly updated to comply with regulatory changes. The Governing Body serves as the apex committee, making strategic decisions and approving the necessary financial support.

The institution has a clearly defined hierarchy, assigning specific levels of authority for various tasks to ensure that everyone understands their roles and responsibilities.

The College Development Committee (CDC), established as per the affiliating University's requirements, plays a critical role to draft a comprehensive development plan for the institution encompassing academic, administrative, and infrastructural advancement.

The IQAC is pivotal in monitoring academic activities as per set standards and enhancing the quality of teaching, learning, and assessment. Various statutory committees, including the Grievance Redressal Committee, Internal Complaint Committee, and Anti-Ragging Committee, are operational. Students are provided with several opportunities for personality development, trainings for skill development and internships leading towards excellent placements through the Training and Placement Cell. The Administrative Office extends comprehensive support and services to students for examination-related activities, adhering to the affiliating university's rules and regulations.

The Institutional Strategic Plan has been successfully implemented to enhance quality in several key areas, including academics, research, infrastructure, holistic development, training and placement, higher education, and entrepreneurship development. This plan involves evaluating the institution's current status, analysing its Strengths, Weaknesses, Opportunities, and Threats (SWOT), and developing a thorough action plan to address areas needing improvement.

Faculty Recruitment process is fair, transparent, and adheres to SPPU guidelines. Additionally, the Institute Recruitment Procedure is carried out through the Local Selection Committee constituted by the affiliating University (SPPU) as per the UGC norms. Later the final Appointment Orders are issued as per the Campus Human Resource(HR) policy.

Institute follows all the defined service rules, policies and code of conduct laid down by AICTE, UGC, Government of Maharashtra and affiliating University Every employee of the institute is made aware of rules of the service, recruitment and promotion.

Clear policies and rules are established to provide a structured framework for the seamless execution of various activities. These policies encompass areas such as Service Rules, E- Governance, Staff welfare, recruitment procedures and Performance appraisal of Teaching and Non-teaching members.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**6.2.2**

***Institution implements e-governance in its operations***

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

**Response:** A. All of the above



<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

#### 6.3.1

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

**Response:**

The Institution prioritizes the empowerment of its employees through a comprehensive approach that includes Performance Appraisal, Welfare Measures, and Career Development Opportunities.

Each Academic year, the Institute implements a Performance-Based Appraisal System for its employees. It meticulously identifies staff strengths and weaknesses, facilitating targeted improvements.

Evaluation criteria for each faculty includes their Contributions at Academic and various levels within Departments, Institutes, and Campus which are duly recorded and acknowledged. Weightages for evaluation parameters are tailored according to faculty cadres.

Self-Appraisal forms are submitted by faculty members and evaluated by the department head, with scores verified accordingly. Subsequently, the Head of the Institution provides remarks and suggestions. The Central Appraisal Committee (CAC) at the campus level verifies the appraisal report in the presence of the faculty member. Signed performance evaluation sheets are provided to faculty members for identifying corrective actions and planning improvements for the future.

For Non-Teaching staff, Appraisal focuses on discipline, punctuality, coordination, professional competence, technical abilities, and proactive initiative in fulfilling responsibilities.

Internal Feedback regarding the courses taught by the MCA and MBA faculty is also collected through ERP System.

The institution provides a range of effective welfare programs tailored to support both Teaching and Non-Teaching staff which includes:

- Employees are encouraged to pursue a Ph.D. or obtain higher qualifications relevant to their roles

under Enhanced Academic Qualification.

- All employees receive their entitled leaves based on individual eligibility. In addition to these, special leaves such as extended maternity leave, leave for personal marriage, marriage anniversary leave/ birthday leave in case of unmarried are granted as part of specific welfare initiatives aimed at fostering an inclusive family-oriented culture.
- The Institute provides a uniform to all its employees free of cost, including stitching charges where applicable.
- The Institute organizes customized outbound faculty development programs for its employees at regular intervals, combining motivational sessions with recreational activities.
- The Institute offers fee concession to the children of teaching and non-teaching staff members enrolled in any college or institute within the campus
- Institute provides reimbursement towards registration fees and travelling expenditure to staff for attending seminars, workshops, and conferences.
- The institute ensures hygienic working environment with a provision of hygienic sanitation for both staff and students.
- Infirmary room, medical facility is available and Covid Cell was also established during the Pandemic for the assistance of staff members.
- Institute has implemented Group insurance with Life Insurance and Mediclaim policy for staff.
- The Institute supports all employees to attend various faculty development programs, conferences, seminars, workshops and research work by granting duty leave.
- Compassionate leave of five days in case of death of nearest relative.
- Monetary gift is provided on the occasion of marriage of daughter of non-teaching staff.
- In case of sudden demise of employee during COVID period, INR 2 lakh monetary help and job opportunity to the family member in the campus was also provided.

**Career Development /Progression:** All employees receive suitable promotional benefits upon achieving higher qualifications or fulfilling other necessary criteria. This practice not only motivates them but also fosters accountability.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 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:** 26.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	5	0	11	9

<b>File Description</b>	<b>Document</b>
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	<a href="#">View Document</a>

### 6.3.3

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

**Response:** 78.42

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

2022-23	2021-22	2020-21	2019-20	2018-19
44	35	41	33	36

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

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

<b>File Description</b>	<b>Document</b>
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

**Response:**

The Institute employs a strategic approach to maximize the effective use of financial resources across academic, administrative, and developmental initiatives, aligning these efforts with its Vision and Mission for optimal utilization of resources and funds from various sources.

As a self-financed institution, Institute's main source of revenue is the tuition fees collected from students as well as scholarships or fee reimbursements provided by the Social Welfare Department of the Government of Maharashtra. These scholarships are designated for students from specific social backgrounds, including Scheduled Castes (SC), Scheduled Tribes (ST), and Socially as well as Economically Backward Classes (OBC/EBC). To access these scholarships, students must apply through the MahaDBT portal. The Institute plays a crucial role in this process by verifying the scholarship applications before they are forwarded for further action by the Social Welfare Department.

The Infrastructure facilities like Library of the Institute are made available to the students for maximum utilization.

Student fees, regulated by the State Government's Fee Regulatory Authority (FRA), are determined based on the institution's academic and related expenditures as shown in audited financial statements.

DYPIMCAM has a well-structured budgeting system and resource utilization process to ensure the optimal use of funds. Each financial year, the institution's budget estimates are prepared collaboratively by academic and administrative departments, reviewed by the finance committee, and approved by the Governing Board. The budgeting process takes into account the priorities and needs of various departments. Fund management in the form of maintaining regular Fixed Deposits is meticulously planned to ensure effective mobilization, thereby preventing financial crisis, enabling income through

interest generation and timely support for academic and administrative operations.

The Institute’s management ensures optimal fund utilization, enabling timely salary payments to employees and supporting the operational and developmental needs of the institution. There is a systematic mechanism to review the utilization of budget on monthly basis by the Management through conduction of presentation by the administrative Head of the Institute.

The Finance and Account department is critical to maintaining the seamless operation of financial planning, execution, reporting, and controls. The accounting section precisely maintains books of account, which are useful during audits. To maintain financial accountability, Chartered Accountant Firm appointed by the Management audits the Institute’s income and expenditure and prepares audited financial statements for compliance purposes. The external audit involves a biannual review of fund collection and utilization. Additionally, the Chief Finance Officer (CFO) of the campus appoints an internal team to conduct audits at the campus level, ensuring adherence to proper fund utilization procedures.

The following are the major verification parameters of the Internal Audit:

1. To check Bank and Cash vouchers with tally entries.
2. To verify Fees receipt in Tally entries with fee reconciliation.
3. To check Salary muster with deductions and payments of Provident fund, Professional tax and Income tax.
4. To check Bank reconciliation statements.

Additionally, funds received from Savitribai Phule Pune University (SPPU) for examination expenditures and Grants from bodies like AICTE, MHRD, and SPPU are also audited.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 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:**

Educational institutions are predominantly distinguished by their commitment to delivering high-quality

education and nurturing holistic student development. The IQAC of the Institute collaborates closely with the Governing Body and the College Development Committee to endorse various initiatives aimed at enhancing the college's development and meeting the benchmarks set by various accreditation boards. The Institute IQAC meeting is conducted once every three months and reviews teaching learning processes, learning outcomes, research growth, feedback mechanisms which contribute to incremental growth in various activities.

**Major quality initiatives of the IQAC are:**

**1. Teaching Learning Process:** The IQAC consistently evaluates the teaching-learning process each semester, analyzing it alongside the achieved outcomes. Specific actions are then implemented in areas needing improvement.

**Outcome Based Education:** Faculty members are directed to establish Teaching Learning Outcomes (TLO) for their subjects, which serve as the basis for defining and assessing Course Outcomes (CO). Subsequently, CO-PO Mapping and Attainment measures are undertaken to ensure the delivery of high-quality education.

**Faculty Development Programs:** During the Covid-19 pandemic, all sectors worldwide were significantly impacted. To ensure continuous learning, our institute organized numerous online seminars, webinars, sessions, and Faculty Development Programs (FDP) through IQAC.

**Outcome:** OBE method at the institute empowered the faculty members to deliver high-quality education that is aligned with industry needs and focused on measurable student outcomes. FDP'S utilized cutting-edge technologies to engage both students and faculty members in ongoing knowledge enhancement.

**2. Research:** The Institute has hosted National Conferences, FDP, Webinars to enhance its research component. Faculty members are encouraged to participate in conferences, Faculty Development Programs (FDPs), pursue higher education, and enhance their expertise through certifications. Intellectual Property Rights(IPR) cell is established to create awareness amongst the faculty and students to protect their respective innovations and research.

**Outcome:** The institution has seen growth in Research component. Faculty members have demonstrated strong scholarly output with publications in prestigious journals and conferences. Additionally, they have contributed to patent and copyrights publications.

**3. Academic and Administration Audit through IQAC:** The IQAC initiates Academic Administration Audit which is conducted by external experts to analyze and improve various aspects such as: teaching-learning process, assessment procedures, research endeavors, Outcome Based Education(OBE), infrastructure facilities, training and placement initiatives. These audits have consistently driven improvements in both curricular, co-curricular and extra-curricular activities across all departments.

**Outcome:** These initiatives have contributed to enhanced course delivery and improved the teaching-learning process. They have also uplifted faculty morale by highlighting their strengths and areas for development.

**4. Collaboration: IQAC initiates** collaborations with institutions and industries which play a crucial

role in enhancing educational institutions' capabilities, fostering innovation, and preparing students for successful careers in a globalized economy. These partnerships strengthen academic programs, support research endeavours, and contribute to the overall development and sustainability of educational institutions.

**Outcome:** Thirty Memorandum of Understanding(MOU) were signed during last five years.

**5. Establishment of Sustainability Development Forum** at the institute ensures that the Stakeholders have acquired knowledge about sustainable development and are able to lead socially responsible lives towards a more sustainable future.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 6.5.2

**Quality assurance initiatives of the institution include:**

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

**Response:** A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

The Institute ensures a strong and transparent work environment marked by high ethical standards and equal opportunities for everyone. Discrimination based on caste, religion, or gender is not tolerated, and Institute is fully committed to safeguarding the safety, security, and welfare of all staff members. Moreover, Institute places strong emphasis on promoting gender equity and creating a supportive work atmosphere that fosters the success of employees. Adhering strictly to the highest ethical standards in all endeavour, the Institute incorporates gender sensitization practices in the recruitment of both teaching and non-teaching personnel. Additionally, to ensure equality and empower women & promote gender equality and women's empowerment, the Institute regularly hosts expert talks by eminent speakers on topics which include Gender equity, Women empowerment and Financial literacy. The Institute also organizes co-curricular and extracurricular activities promoting Health, Wellness & Hygiene. To proactively address and mitigate instances of harassment and discrimination, the Institute has set up Internal Complaints Committee (ICC). A Lady Representative is also appointed from the student council & female students are heard and addressed. With a primary focus on ensuring a safe and healthy environment, the Institute has developed an action plan for each year. Female students also have access to a well-equipped Infirmary room with medical facilities and a physician on the Institute premises, ensuring that they receive timely and appropriate advice.

**Gender Ratio: The average last five years male: female ratio is 59.35 : 40.65**

#### **Gender Sensitization and awareness sessions**

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

**Internal Complaints Committee (ICC)** of the institute is constituted as per the norms. The contact details of 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 sexual harassment has been reported.

**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.

**Women in Leadership roles:** Our Institute has many female faculty who are integral part of various administrative and academic committees.

**Safety and Security:** The Institute Library, Computer Labs, Exam section, Board room, Office and corridors are under CCTV observation for safety and security. In all Industrial visits and study tours female faculty are accompanied by male colleagues.

**Counselling Cell for Emotional Fitness :** The Institute provides facility of counselling through counselling cell for Emotional Fitness by a qualified counsellor appointed at Campus level.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 7.1.2

**The Institution has facilities and initiatives for**

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

**Response:** A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>

### 7.1.3

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

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

**Response:** A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>

#### 7.1.4

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

**Response:**

The Institute strongly believes that initiatives promoting inclusivity are essential not only for holistic development of students, the Institution, and society as a whole. Students and all staff members, celebrate Ganesh festival, Saraswati Puja Gajanan Maharaj Prakat Din, Dashera puja, Shivaji Jayanti to develop the cultural awareness. Institute commemorates Marathi Bhasha Divas annually, emphasizing the importance of preserving the regional Marathi language. In line with its commitment to social integration and equality, the Institute focuses on nurturing leadership qualities and team building skills among students through initiatives like Induction Programmes, Traditional and Cultural Days serve as platforms for promoting cultural diversity and facilitating inclusive environment. To inculcate a sense of national pride and unity, DYPIMCAM celebrates Independence Day and Republic Day, fostering sentiments of national integrity and patriotism among students.

The Institute places a high emphasis on promoting an environment of ethical, cultural, and spiritual values among its students and staff. It strives to create an atmosphere that encourages and nurtures these values, helping to develop students into responsible and well-rounded individuals. To achieve this goal, the Institute conducts various activities, including commemorative days that foster emotional and religious connections among all. These events serve as an opportunity for recreation and amusement, while also fostering a sense of oneness and social harmony. Celebrations for cultural and regional festivals are held and religious ritual activities are performed on campus. In addition, celebrations are

held on campus on festivals to establish positive interactions among people of different socioeconomic and cultural backgrounds. These celebrations highlight the diversity of India and promote a sense of unity respect among all.

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, tolerance and Constitutional obligations through various activities:

**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.

**Induction program, Fresher’s Day and Alumni Meets:** The Institute hosts induction day, fresher’s day to welcome new students and introduce them to the code of conduct and various cultural and inclusive platforms. Alumni interaction through alumni meets teaches them how to establish and nurture the senior-junior relationship and to treasure them by supporting them in their future pursuits.

**Constitution Day:** also known as Samvidhan Divas is celebrated on November 26 to commemorate the adoption of the Constitution of India. On this day, lectures are delivered to the students on the salient features of the constitution along with the preamble of the constitution and a rally is held in association with the municipal corporation.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

**Best Practice I:**

**1. Title of the Practice: Curriculum ++ (Powered Curriculum)**

**2. Objective of the Practices:**

- To encourage certificate courses in the latest IT and management technologies. Collaboration with IIT Bombay, Youth4work, Data Tech Lab, NASSCOM, Cloud Counsel age, Aspire, Rubicon and NPTEL
- Focus on enhancing technical expertise through training and certification programs to foster

industry-relevant-skills

- Emphasize soft-skills and personality development to ensure all-round development of students.
- To include critical entrepreneurial insights in Business-Management curriculum.
- Employability-Enhancement initiatives prepare students for successful careers.
- Provide practical experience through live projects, workshops and demo sessions.
- Aim to produce competent, confident and versatile professionals to excel in the dynamic global market.
- Enhance the experiential learning aspect of the existing curriculum.

### **3. The Context:**

- Core objective: All-round development of students, the most crucial stakeholders in the Institute's growth.
- Offer a range of technical certificate-courses, value-added programs, and allied activities for students from diverse socio-economic backgrounds.
- Meet employers' expectations for job-ready students with strong technical knowledge and communication skills.
- Address challenges in technical training and certification. Keep syllabus industry-relevant and updated.
- Designed soft skill training and personality development programs to diverse needs
- Integrate real-world scenarios into business management courses for practical learning.
- Continuously adapt employability enhancement skills to job-market-trends.
- Organize projects, workshops and corporate grooming sessions.
- Equip students for professional success.

### **4. The Practice:**

#### **Comprehensive Approach**

- Ensures better career and entrepreneurship opportunities
- Identifies curriculum gaps from an employability perspective
- Align with industry standards and trends

#### **Curriculum++ (Powered Curriculum) Activities**

- Certification-courses, Projects-and-workshops, Value-added-courses, Upskilling-and- enrichment-programs, Research-and-development-programs, Soft-skill-training, Employability-enhancement-skills, Lakshya-Forum

#### **Certification Courses**

- Cybersecurity, AI, cloud computing, project management, digital marketing, financial analysis.

#### **Projects and Workshops**

- Hands-on software projects, business-simulations.
- Foster real-world problem-solving skills and Practical-Exposure.

**Value-Added Courses**

- Provide multidisciplinary perspective.
- Emerging technologies, advanced management and entrepreneurship topics.

**Upskilling and Enrichment Programs**

- Industry required Coding languages, frameworks, data analytics, strategic management, leadership skills.
- Bridge gap between academia-and-industry needs.

**Research and Development Program**

- Encourage innovative research, Software-development, market-research, business-innovation.
- Challenge: Balancing research and academics.

**Soft Skill Training**

- Focus on communication, teamwork, problem-solving, leadership, personal branding.
- Prepare students for leadership roles and personal growth.
- Address diverse needs of students.

**Employability Enhancement Skills Programs**

- Improve Job-Readiness.
- Focus on resume writing, interview preparation, networking skills, corporate grooming.

**Lakshya Forum**

- Fosters dynamic learning environment
- Emphasizes skill development, research, mentorship, entrepreneurial support

**5. Evidence of Success:**

Sr No	Particulars of Activities	Count
<b>Year 2022-23</b>		
1	IIT Bombay Spoken-Tutorial-Certification-Courses	1055
2	AWS Technical And AI Essentials - Data Tech Labs	37
3	Value Added Courses on Full stack Development	523
4	Employability Skills Under Life Skills-Rubicon	179

5	Acquiring Data–NASSCOM	23
6	Corporate Grooming By Aspire and Spoken English	260
7	Registered Copy Writes Extracts Certificates by Govt. Of India	6
8	6th Asia Africa International Conference Summit and Awards	6
9	Youth4Works Skills Test	398
10	Social Media Marketing	129
<b>Year 2021-22</b>		
1	Internship-Cloud Counselage	17
2	IITBombay Spoken-Tutorial-Certification-Courses	164
3	Youth4Works Skills Test	147
4	Rubicon-Personality Development Skill	170
5	Job Readiness Workshop-Barclays Life Skills	120
6	Basics of Share Market	104
7	Aptitude Training-Campus Credentials	96
<b>Year 2020-21</b>		
1	IIT Bombay Spoken-Tutorial-Certification-Courses	132
2	SPPU Value Added Courses on Technical Skills	610
3	Up-Skilling for Endless Opportunities-I and II	254
4	SPPU Value Added Courses on Managerial Skills	802
<b>Year 2019-20</b>		
1	IIT Bombay Spoken-Tutorial-Certification-Courses	57
2	Youth4Works Skills Test	90
3	Connect With Work Training Program	178
4	Lakshya	51
5	Essentials of Business-Management	52
6	Advanced-Excel	110
7	Soft skill-Perfect Skills	55
<b>Year 2018-19</b>		
1	IIT Bombay Spoken-Tutorial-Certification-Courses	262
2	Resume Building	50
3	Basic-Excel	100

## 6. Problems Encountered and Resources Required

- Accommodating training and certification programs within a tight academic calendar
- Identifying eminent resource persons specialized in domain specific areas
- Motivating students to engage in co-curricular and extracurricular activities
- Continuous adaptation to market demands

## **Best Practice II:**

### **1. Title of the Practice:** Guardian Faculty Member Scheme

### **2. Objectives of the Practice:**

- Address personal, academic, and career-related concerns with relevant advice and providing necessary support.
- Build strong student-faculty relationships to foster a sense of belonging.
- Identify and address early signs of academic or personal difficulties for timely interventions.
- Encourage holistic development by guiding students.
- Help students to identify their domain areas of specialization.
- Strengthen trust, accountability, and mutual understanding between mentors and mentees.

### **3. The Context:**

- Resource allocation balancing mentoring with academic duties.
- Providing individual attention to students.
- Addressing communication barriers when students hesitate to share personal issues.
- Maintaining confidentiality and trust in mentor-student relationships.
- Holistic student development addressing academic-and-peer pressures, parental expectations.

### **4. The Practice:**

#### **Guardian Faculty Member(GFM):**

- Each teacher mentors a group of twenty students as a Guardian-Faculty-Member(GFM).
- Regular meetings are held to provide guidance on personal, academic and career-related issues.
- GFMs act as mentors, fostering a supportive environment.

#### **Responsibilities of the Guardian Faculty Member(GFM):**

- Monitor student-attendance, academic-performance and counsel.
- Maintain communication with parents.
- Conduct periodic meetings with students.

#### **Career Counselling Cell:**

- This cell guide student on following factors i.e. job, competitive exams, higher education,

entrepreneurship and domain specialization.

**Result Monitoring:**

- Post Unit-Tests, Mid-Term, and End-Term exams, student performance is assessed.
- Remedial classes for weak learners and enrichment activities for advanced learners.

**Parent-Teacher-Meet(PTM):**

- Conducted every semester to enhance communication among parents, teachers, and students.
- Provides insights into student performance and institute culture through interactions with GFMs, HODs, and the Director.
- **Open House Session:** Students express concerns to faculty members through informal discussions.

**5. Evidences of Success:**

- Improvement in attendance.
- Positive behavioural change in Students.
- Social values imbibed in students.
- Improved academic performance and placement of the students.
- Proactive participation of students in Co-Curricular and extra-Curricular activities.
- Participation of students in research conferences and filing copyrights.

**6. Problems Encountered and Resources Required:**

- Students are reluctant to share their personal concerns with faculty members.
- Parents are found to be not prioritizing to monitor progress of their wards by attending parent meets.
- **Resources:** Behavioural counsellor already appointed at Campus level.
- ICT support available to conduct zoom meeting with parents.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Best practices as hosted on the Institutional website	<a href="#">View Document</a>

**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:**

The higher education institutions have profound moral responsibility to increase awareness, knowledge, skill and values needed to create Sustainable Future. The distinctiveness of DYPIMCAM has been elucidated through Encouragement and Promotion of Sustainability in the Institute by engaging and motivating Stakeholders towards Sustainability.

EPSS mainly includes four dimensions.

##### **Dimension 1: Fostering Culture of Sustainability**

The institute nurtures Sustainable Culture amongst stakeholders by carrying out following exercises:

- **Sustainable Practices:**

The institute promotes sustainable practices amongst the Students, teaching as well as Non-Teaching Staff members by adopting Green Practices on Daily basis like Saving Energy, Use of Bio-waste Plant, Conservation of water (Rain harvesting), Use of LEDs/ White Light with low wattage bulbs, Use of Solar Panel, Organic Waste Converter (OWC) etc.

Sustainability themes like Save Water, Save Earth, Save Girl Child are given as themes for various Competitions and Extracurricular Events which are conducted throughout the year.

- **Sustainable Quality Audits:**

The institute has regular practice of conducting Green Audit / Environment Audit as well as Energy audit to ensure conservation of energy and to sustain the environment.

- **Going Digital:**

To save paper, trees and environment the institute always encourages paperless work through implemented ERP System at the Institute level.

- **Policy Document on Environment & Energy Usage:**

The Institute Policy Document on Environment and Energy Usage is in place to manage energy and reduce its negative environmental effects.

##### **Dimension 2: Establishment of Sustainability Development Forum (SDF)**

The institute has established Sustainability Development Forum(SDF) to promote sustainability at the Institute level amongst Stakeholders. The SDF has organized various activities namely Seminars, Faculty Development Program, Tree Plantation Drive and Community Outreach Programs etc. as described

below:

- **Faculty Development Program:**

In pursuit of knowledge, the institute has organized Faculty Development Program Knowledge Sharing Sessions. All the Faculty members of MCA and MBA department shared their knowledge on 17 Goals of Sustainability. The impact of the Faculty Development Program has increased awareness on Sustainable Development Goals.

- **Poster Competition on World Earth Day:**

With the aim of Sustainability Development, the Institute organized a Poster Making Competition where students actively participated and showcased their creativity towards environmental awareness and Sustenance of Earth.

- **Participation in Majhi Vasundhara Initiative:**

The Environment and Climate Change Department, Govt. of Maharashtra has taken a holistic initiative, Majhi Vasundhara (My Earth), to make citizen aware of the impact of the climate change, environmental issues and to encourage them to make a conscious effort towards the improvement of the environment. The Outcome of the Majhi Vasundhara activity is the stakeholders have learned the conservation of natural scarce resources and the importance of waste management. All the participants felicitated with e-Certificate.

- **Lifestyle for the Environment Pledge:**

The Ministry of Environment, Forest and Climate Change, Government of India initiated a Pledge in association with NITI Ayog. The Institute propagated the activity “Life Style for the Environment Pledge” to all students and faculty members. The Students and faculty members had taken the pledge and imbibed the sense of maintaining and preserving the environment through their long term environment friendly habits.

- **Tree Plantation Drives:**

To tackle the global warming issues, the institute always initiates green practices like tree plantation drives around the college surroundings.

### **Dimension 3: Promoting Curriculum Enrichment and Research Development for Sustainable Future**

The Institute integrates sustainability in Curriculum and organises Conferences on Sustainability to raise awareness about Sustainable Practices. Also, the Institute focuses keenly on the research development to create innovative environmental solutions.

- **The Institute selects the Courses related to Sustainability:**

The MBA Programme curriculum of affiliating University has provided a scope for selecting a University Level Course for final semester MBA students on “Corporate Social Responsibility (CSR)

and Sustainability”. The subject focuses on the approach of the corporate world over the issues and requirements of social and environmental factors. The students are sensitized on Sustainability through various case studies on CSR and sustainability initiatives of different companies. Moreover, Green Computing is chosen by the Institute as an Open Course for MCA Program to inculcate and to motivate the stakeholders of education organizations to think green for sustenance of computing, society and globe. The Green Computing practices are lessening greenhouse gas releases however by keeping utilization of computing as it is in our everyday life.

- **Organized 6th Asia-Africa International Conference:**

The Institute has organized an International Conference on Sustainable Development and its 17 Goals in association with Asia-Africa Development Council. The objectives of this conference is to deliberate on current Research Trends on Sustainability. The conference outcomes are to Increase Awareness of Sustainability and Global Collaboration. The Faculties and the Students also actively participated and presented research papers at the conference.

- **Encouragement of Research on Sustainability Development:**

The Institute encourages the faculties to contribute their research efforts to solve the societal problems by developing Sustainable Computer Application Projects like "Carbon Emission Calculator Application" for betterment of the society.

- **Research Centre:**

The Research Centre fosters research work towards achieving Sustainability Development Goals and ensures innovative solutions to promote environmental stewardship, social equity and economic viability. By encouraging such research, the Institute aims to cultivate researchers who are equipped to tackle the complex challenges of sustainability and drive positive change in their communities.

#### **Dimension 4: Collaboration with Industries to encourage Sustainability**

The institute has taken an effort to collaborate with esteemed organizations like EvolvingX Services (OPC) Pvt. Ltd. and National Agriculture Higher Education Project CAAST, Vasantao Naik Marathwada Agriculture University, Parbhani to encourage sustainability. EvolvingX Services (OPC) Pvt. Ltd. is a capacity building and youth empowerment partner, which works to empower students through skill based training and research. National Agriculture Higher Education Project CAAST, Vasantao Naik Marathwada Agriculture University, Parbhani is integrated by three interdisciplinary research divisions such as Agribots, Agri-Drones and Agri-AGV's.

#### **Conclusion:**

The distinctiveness of “Encouragement and Promotion of Sustainability among Stakeholders (EPSS)” ensures that the seed of Sustainable Development is firmly planted, leading to long-term benefits for the Institute and Society at large. The institute ensure that the Stakeholders have motivated towards sustainable development and are able to lead socially responsible lives towards a more Sustainable Future.

<b>File Description</b>	<b>Document</b>
Any other relevant information	<a href="#">View Document</a>
Appropriate web in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

#### Awards and Recognitions

- **Permanently affiliated** to Savitribai Phule Pune University (SPPU).
- Included under **2(f) and 12(B) of UGC Act 1956**.
- Certificate of Excellence **Best B-School Award** by Navabharat Education in the year 2021.
- Outstanding Academic Leadership Award in 2019 from the Center of Education Growth and Research (CEGR)
- **NAAC Accreditation** with 'A' Grade in the year 2019.
- **Best College Award** winner by affiliating University SPPU in the year 2013.
- **NBA Accreditation** for MCA program in the year 2013.

### Concluding Remarks :

D.Y. Patil Institute of Master of Computer Applications and Management (DYPIMCAM) was established in 2002 by the Dr. D.Y. Patil Pratishtan. Since its inception, DYPIMCAM has been committed to delivering quality education and maintaining high academic standards.

In view of implementation of the National Education Policy (NEP) 2020 and emerging opportunities in higher education, DYPIMCAM is preparing for a Multidisciplinary, Interdisciplinary, Choice-Based, and Outcome-Based Credit system. This system emphasizes applied Technology and Management careers. To address curriculum gaps, students are encouraged to enroll in value added courses. The Institute also conducts various Co-Curricular activities, Corporate Training Sessions, Industry Visits, Research Paper Presentations, National and International Placements, Add-On Courses, Live Industry Projects, and competency based activities.

#### Concluding Remark:

DYPIMCAM offers postgraduate programs in MCA and MBA, as well as a Ph.D. program. The Institute provides a conducive environment that practices participative Management and has progressively upgraded its facilities and infrastructure to adapt to the evolving Pedagogic and Research Environment. Student admissions are conducted through a transparent, well-administered process that complies with all State Government Regulatory norms. The Institute ensures equity by representing students from diverse geographical, socio-economic, and cultural backgrounds.

DYPIMCAM boasts well-qualified and experienced faculty who adhere to regulatory norms defined by AICTE. The Institute believes in a collaborative teaching and learning methodology, facilitated through various MoUs with Corporate Industries and Government Agencies. The Institution's Research Centre and Startup & Innovation Cell fosters creativity and critical thinking among students.

Under the supervision of the Director and Heads of Departments, Faculty members implement interactive, collaborative, experiential, problem-based, ICT-enabled, and blended teaching-learning approaches. This creates a competitive, transparent, and approachable environment for MCA and MBA students. The active Training and Placement Cell places students in fields of their specialization at both National and International

levels. The Guardian Faculty Member (GFM) Scheme helps and promotes students in their Personal, Academic, and Career-related concerns with tailored advice and resources. Alumni serve as a strong support system for the Institution. The best practices that DYPIMCAM has internally evolved over the years have positively impacted the all-round development of its students.