



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**SHRI KHANDERAI PRATISHTHAN'S DNYANSAGAR
INSTITUTE OF MANAGEMENT AND RESEARCH**

S.NO. 4/3, 4/2, BALEWADI, PUNE, MAHARASHTRA 411045

411045

www.dimr.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

About DIMR

Dnyansagar Institute of Management & Research (DIMR) is approved by AICTE - New Delhi, affiliated to Savitribai Phule Pune University, and recognized by the Government of Maharashtra, demonstrating its dedication to igniting the lives of students through quality education. DIMR offers a two-year MBA program with an intake of 180 seats, as well as an MCA program with 120 seats. This commitment to providing opportunities in management and computer applications aligns with DIMR's mission to equip students with the knowledge and skills necessary for success in these dynamic fields.

Established in 2008, the Institute has achieved a status of distinction by following the path envisioned by its founders. The secret of its spectacular growth perhaps lies in its commitment to providing world-class education, with curriculum imparted with the help of industry experts, with a team of highly qualified faculty with academic excellence and industry exposure.

The intention behind education is to pass the values, rules and concepts to the next generation. We at DIMR encourage experiential learning process, wherein teachers and students are co-travelers in search of 'Understanding of Knowledge', in our approach we do not want to label anything as 'Final Answer', we believe in triggering the curiosity in the minds of students, rest will happen in its own accord

A state-of-the-art infrastructure provides the environment for nurturing talent and for empowering the students with the knowledge, skills and mindset those together shape future business leaders. A symbiotic relationship is encouraged between the industry and the academia through a mutual exchange of practical and theoretical aspects of management knowledge.

Vision

Inspiring change through quality education and values

Dnyansagar Institute of Management & Research (DIMR), established in 2008 and nurtured by Shri Khanderao Pratishtan (SKP), is dedicated to the vision of inspiring change through quality education and values. Our commitment aligns with the ethos of delivering education infused with traditional Indian values. By uniting these principles, we strive to cultivate future business leaders who possess not only exceptional intellect but also a strong sense of empathy in their decision-making processes.

DIMR offers a range of programs including a two-year MBA program with an intake of 180 seats, as well as an MCA program with 120 seats. The institute holds permanent affiliation to Savitribai Phule Pune University, is AICTE approved, and recognized by the Government of Maharashtra.

We are committed to the holistic development of our students, aiming to craft business professionals equipped

with the essential skills, knowledge, and values to thrive in today's dynamic landscape. To realize this commitment, we leverage good infrastructure, a pool of experienced faculty, and Integration of industry-relevant teaching learning process that is designed to bridge academic theory with real-world industry practices. Additionally, we prioritize fostering strong partnerships with industries to provide our students with hands-on learning experiences and industry exposure.

DIMR's unwavering dedication to quality education, combined with a values-driven approach, resonates with our vision of inspiring change and creating a future generation of business leaders who will contribute positively to society and the business world at large.

Mission

To equip future leaders with essential skills and strong ethical values.

Our mission is to equip future leaders with essential skills and instill in them strong ethical values, ensuring they become responsible decision-makers and contributors to society.

To create a learning environment that encourages experiential and interdisciplinary learning.

We strive to create a dynamic learning environment that fosters experiential and interdisciplinary learning through activities giving hands on experience, empowering students to think critically and innovate across various fields of study.

To nurture entrepreneurial abilities.

Our mission extends to nurturing entrepreneurs who are equipped with the innovative mindset and business acumen needed to thrive in a rapidly evolving marketplace. We are committed to cultivating highly skilled individuals who are prepared for immediate employment, ensuring that our students possess the expertise and adaptability required to excel in diverse professional settings.

To promote sustainable practices and environmental awareness.

As part of our commitment to sustainability, we promote eco-friendly practices and cultivate environmental awareness among our students, fostering a sense of responsibility towards the planet and future generations

To cultivate an inclusive and supportive educational community.

We are dedicated to cultivating an inclusive and supportive educational community where diversity is celebrated, and every individual is valued, respected, and provided with opportunities to thrive and succeed.

Dnyansagar Institute of Management & Research (DIMR) has demonstrated a strong commitment to shaping the future of its students by aligning its mission with the development of essential skills, ethical values, and an inclusive learning environment. The institute's emphasis on nurturing entrepreneurial abilities, promoting sustainable practices, and cultivating a supportive educational community underscores its dedication to preparing students for success in the dynamic global business landscape. Through these concerted efforts, DIMR continues to stand out as a beacon of holistic education and forward-thinking leadership in the academic landscape.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strategic Affiliation: DIMR's affiliation with SPPU enhances credibility and resource access, reinforcing a commitment to top-tier education.

Legacy of Management: As one of the oldest academic disciplines, management has a rich legacy that dates back and has evolved significantly over time.

Visionary Leadership: The Director sets a clear strategic direction aligned with institutional goals, academic standards, and industry trends, inspiring faculty, staff, and students.

Faculty Excellence: Experienced industry professionals and teachers, with more than 40% holding PhDs, enhance the institute's reputation and knowledge base.

Innovative Teaching Pedagogy: Emphasizes experiential and participative learning and industry-relevant case studies to foster holistic student development, critical thinking, and leadership skills.

State-of-the-Art Infrastructure: Modern smart classrooms, seminar halls and conference rooms optimize teaching learning process. Computer labs with high-speed internet and advanced software support digital learning.

Additional Recreational Facilities: Offers a playground, open gym and other amenities to promote physical well-being, stress relief, and a healthy work-life balance.

Social Impact Initiatives: Committed to social responsibility through community engagement programs, sustainability initiatives, and collaborations that benefit society and industry.

Industry Partnerships and Placements: DIMR has established strong connections with leading industries, creating ample opportunities for student internships, projects, and placements, thereby contributing significantly to enhancing student employability and practical exposure.

Prime Location: Situated near Balewadi High Street, close to Baner, Hinjewadi IT Park, and PCMC, offering students unparalleled access to industry ecosystems and collaboration opportunities.

Institutional Weakness

Limited participation in research projects funded by government agencies.

High percentage of students from underprivileged backgrounds facing financial challenges with fee payments.

Low progression rate of students to higher education.

Minimal involvement of students in competitive examinations at state, national, and international levels.

Insufficient engagement of students in research activities due to limited experience or skills.

Low student participation in state and national-level competitions.

High turnover rate among faculty members, with many leaving to join larger institutions or brands, using DIMR as a stepping stone in their career progression.

Non-availability of hostel accommodation on campus

Institutional Opportunity

Building strategic partnerships with other institutes to form clusters presents an opportunity for collective benefits, leveraging resources, and enhancing academic and research capabilities.

A multifaceted international academic collaboration initiative, comprising a comprehensive faculty exchange program and research partnerships with national and international institutes. This initiative facilitates short-term and long-term exchanges for faculty members to engage in teaching, research, and professional development activities, fostering knowledge exchange, cross-cultural learning, and collaborative research endeavors to address complex challenges and drive cutting-edge advancements across various fields.

Partnering with renowned foreign universities to offer certificate programs in specialized fields, providing students with international exposure and recognized credentials.

Establishing strong ties with industry partners to cultivate opportunities for both students and faculty in areas such as industry mentorships, collaborative research projects, and consultancy assignments, thereby enhancing practical learning experiences and fostering real-world application of academic knowledge.

Enhancing our Entrepreneurship Development (ED) Cell and startup incubation center activities open avenues for collaboration, empowering DIMR to foster innovation and entrepreneurship beyond our campus, creating a hub for impactful change and societal progress.

The institute views the implementation of the New Education Policy as an opportunity to adapt and innovate.

Institutional Challenge

As a private and non-aided institute, we face financial constraints that hinder our ability to invest in national and international collaborations.

Our institute encounters challenges in competing with the branded and well-funded institutions to attract students from other states.

As a growing institute like DIMR, one of our primary challenges is retaining faculty members. Faculty often leave for better prospects, including opportunities at branded and well-funded institutions.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Dnyansagar Institute of Management & Research is affiliated with Savitribai Phule Pune University (SPPU) and follows a Choice Based Credit System (CBCS).

The institute ensures curriculum planning through an academic calendar aligning with SPPU guidelines for effective curriculum delivery. IQAC ensures effective implementation & monitoring of the curriculum through conducting regular meetings. Course teachers use a wide range of methodologies role plays, poster making, presentations, case studies, and field visits for curriculum delivery. DIMR evaluates the performance of students through internal assessment CCE as per the guidelines of SPPU. The institute has ICT-enabled classrooms for academic implementation.

Over the past five years, DIMR offered 67 different certificate/value-added courses with 73.55% of student enrollment. These courses helped to bridge the industry-academia gap and to elevate the skills of students.

Institute integrated cross-cutting issues such as professional ethics, gender, Human Values environment, and sustainability in the curriculum for the holistic development of students. Besides, the institute nurtured these issues by conducting co-curricular activities and celebrating various commemorative days.

93.7% of students undertaken project work/field work/internship during the current academic year 2022-23 to gain practical knowledge and industry exposure.

Institute collects the feedback on academic performance and ambiance from various stakeholders such as students, teachers, employers, and alumni. The institute implements the corrective actions after analyzing the feedback.

Teaching-learning and Evaluation

Teaching-learning and Evaluation

The institute implements a student-centric teaching and learning approach with a transparent, timely evaluation mechanism, emphasizing outcome-based education (OBE). The admission process is governed by the Directorate of Technical Education (DTE), Government of Maharashtra, following the State Common Entrance Cell's regulations. Common Entrance Test is conducted annually by the State CET Cell and students are admitted through the Centralized Admission Process (CAP).

During the assessment period, the institute achieved an average enrollment rate of 87% and adhered to central and state reservation policies, with 68.77% of students admitted from reserved categories.

The institute has maintained a teacher-student ratio as per AICTE. The Institute has highly qualified faculty, with 13 Ph.D./NET/SET qualified full time teachers, showcasing their capability to address the diverse needs of students.

The institute employs student-centric methods such as experiential learning, participative learning, and problem-solving methodologies. These approaches foster analytical thinking, social awareness, critical thinking, and

teamwork among students. Various activities like Industrial visits, Field visits, Inbound outbound management training, Entrepreneurial Bazaar, Management Mavericks, Market outreach, Student led excursions, streetwise skills program, budget sessions, etc. enriches the teaching-learning Process.

ICT tools are used for effective teaching with Learning Management Systems (LMS), E-learning resources, etc.

The examination and evaluation processes are conducted in alignment with the guidelines of the affiliating university. The Director and College Exam Officer ensure strict adherence to the exam schedule and timetable, maintaining transparency, robustness, and fairness in the conduct, monitoring, and assessment of examinations. The institute has a grievance redressal mechanism in place to handle internal and external examination-related issues.

Students are introduced to Outcome Based Education (OBE) from the Student Induction Programmes and continuously through interactions with course teachers. The mapping and attainment of Course Outcomes (COs) and Program Outcomes (POs) are measured and displayed on the institute's website. Attainment reports are thoroughly analyzed, and necessary actions are taken to address any issues.

The institute's focus on quality education is reflected in the last five years' average pass percentage of final-year students, which stands at more than 80%.

Research, Innovations and Extension

Dnyansagar Institute of Management & Research (DIMR) is dedicated to research excellence and the well-being of society through various extension and outreach activities.

The Institute has received a grant of Rs. 8.99 lakhs from governmental and non-governmental agencies for 11 research projects.

DIMR has recognized Post Graduate Research Centre (PGRC) under SPPU with 04 recognized research guides.

DIMR's Entrepreneurship Cell is committed to promoting entrepreneurial skills among the students through various seminars and workshops. During the last five years, the institute conducted various activities to create awareness regarding Intellectual Property Rights. The institute promotes Indian Knowledge by offering curriculum courses and celebrating Indian cultural days.

Faculty members actively publish research papers in UGC Care, Scopus Indexed, and Web of Science listed papers. Last five years, faculty members published 120 research papers and 86 books & conference proceedings.

The institute believes in the holistic development of students by sensitizing them towards social issues of society and the involvement of the neighborhood community. The Institute has organized 60 extension and outreach programs in the last five years. For this, the institute has received recognition as well as awards from recognized bodies.

The institute has 45 functional MoUs / Linkage /Collaborations for faculty exchange, student exchange, project work, etc.

Infrastructure and Learning Resources

The institution has a well-maintained, user-friendly, and resilient infrastructure conducive to teaching, learning, and comprehensive development of students.

The institute has spacious smart classrooms and tutorial rooms with adequate ICT facilities. The classrooms are equipped with internet, smart-boards or projectors so that ICT can be used for strengthening academic discourse.

There is a computer lab & computer centre with a high speed internet facility available for the students. The lab has adequate computer equipment, internet connectivity, printers, projectors & softwares to enhance teaching-learning sessions.

DIMR has a well-stocked Library and a spacious reading hall with seating capacity of 100 users. The Online Public Access Catalogue module of the software allows library database searching by entering preferred terms and is mainly used for information retrieval.

The institution has a subscription for the following e-resources:

- E-journals
- E-ShodhSindhu
- Shodhganga Membership
- E-books
- Databases

The Administrative section of the institute consists of the Director's Office, Boardroom and the accounts and administration office.

The institute also provides adequate facilities for cultural activities, indoor and outdoor sports & other co & extra-curricular activities. The indoor sports facilities such as Chess, Carrom, Table Tennis, Badminton etc. & the outdoor sports facilities such as football court, cricket pitch, and open space available for 360 degree development.

A well-equipped seminar hall is available for the students to organize and participate in co-curricular activities. Academic events like conferences, seminars, talks, etc., and student activities are hosted in the seminar hall.

The institute has employed a full-time IT staff for maintenance and support of the ICT infrastructure. The institute ensures regular maintenance and upkeep of all infrastructural facilities.

Thus the institute has adequate infrastructure and other facilities for teaching and learning activities, ICT-enabled facilities, and facilities for cultural and sports activities and all the facilities through a properly designed maintenance process.

Student Support and Progression

Dnyansagar Institute of Management & Research (DIMR) has a holistic approach to student development and progress. Student support and progression are done by providing information about scholarship and free ship schemes; guiding for competitive exam and career counseling; organizing capacity development and skill enhancement activities; in place redressal of grievance mechanism; support for placement and higher education, and conducting regular alumni interactions.

71.97% of students availed of scholarships and free ship provided by institutes, government, and non-government bodies.

Approximately 60.6% of students benefited from competitive exam guidance and career counseling in the past five years, including seminars on career-focused topics.

The institute adopts a comprehensive approach to student development. Activities and sessions are dedicated to enhancing the soft skills, language and communication skills, life skills, and ICT skills of students.

The Institute has various committees such as the Students Grievance Committee, Anti-Ragging Committee, SC-ST Committee, and Internal Complaint Committee for timely and transparent grievance redressal.

On average, the Institute's students participated in various sports and cultural programs per year. The institute emphasizes students' active engagement in sports and cultural activities for nurturing holistic development.

The institute regularly conducts pool campus drives which results in 77.80% of students being placed.

DIMR alumni play a vital role in contributing to the growth and success of the institute through various initiatives and activities.

Governance, Leadership and Management

The Governance, Leadership, and Management at DIMR is reflective of effective leadership in tune with the Vision and Mission of the Institution. The goals are set to attain the objectives of the new education policy for higher education. The governing body works towards designing and implementing quality education for aspiring management graduates. Effective leadership is reflected in various institutional practices such as decentralization and participative management. The practice of decentralization and participatory management is reflected in all activities of the institute through an efficient organogram of committees which include IQAC and a host of other committees.

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

The institute has implemented e-governance in areas of operation viz administration, finance and accounts, student admission support, and examination.

The institution has effective welfare measures for teaching and non-teaching staff and career development avenues. The welfare measures include the provision of a host of leaves, provident fund, medical insurance, and other support facilities like the canteen, parking facilities, and recreational activities like picnics, parties, and celebrations of birthdays.

The teaching and non-teaching staff are provided with financial support to attend conferences/workshops and towards membership fees of professional bodies.

The institute conducts internal and external financial audits regularly. The institute adopts strategies for the mobilization of funds and the optimal utilization of resources.

The Internal Quality Assurance Cell (IQAC) of DIMR has contributed significantly to institutionalizing the quality assurance strategies and processes visible in terms of – incremental improvements made for the preceding five years. The quality assurance initiatives include regular meetings of the IQAC, review of the teaching-learning process, conducting academic audits, and collecting feedback from stakeholders which is analyzed and used for improvements.

Regular meetings of IQAC are conducted every three months. IQAC is instrumental in adopting best practices. The institute conducts Academic and Administrative Audit and takes follow-up action.

Thus functioning of the institute is effective and efficient as visible from policies, administrative setup appointments and service rules, procedures, etc.

Institutional Values and Best Practices

DIMR strives to integrate values and ethics into curriculum to shape the character of young budding managers and educate them to be a responsible citizens. DIMR celebrates national, and international days and commemorates national personalities. Cultural diversity is promoted by organizing various events and festivals.

The institute complies with gender sensitization regulations and supports initiatives, and policies that promote gender equity. DIMR provided various facilities for the women on the campus like Safety, security, counseling, and common rooms.

The institute has facilities and initiatives for environmental sustainability, including rainwater harvesting, energy management, and waste management. Eco-friendly

programs such as waste management and solar energy are initiated. Energy and green audits contribute to the preservation of a sustainable environment.

Diverse facilities are available to Divyangjans, including ramps, wheelchairs, washrooms, and a cell to address issues. Physical and mental health being a top priority, the institution organizes, awareness programs to

students and staff.

DIMR is committed to working towards minimizing the waste of natural resources, degradable and non-degradable waste is managed effectively too. Initiatives to conserve and save energy are in use. Water conservation being the main agenda, facilities for collecting rainwater and recharging bore wells are established.

'Social Spark: Igniting Change Together' and 'Comprehensive Placement Initiatives: Bridging Academia and Industry for Students across Institutions' are the two best practices highlighted by DIMR.

DIMR focuses on the 'Holistic Development of Students' as an institution's distinctiveness by ways of; Intellectual Development, Social Responsibility and Empathy, Environmental Awareness and Sustainability, Physical and Mental Health Development, and Historical and Cultural Appreciation; and, thus ultimately contributing to DIMR's identity and distinctive strength.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRI KHANDERAI PRATISHTHAN'S DNYANSAGAR INSTITUTE OF MANAGEMENT AND RESEARCH
Address	S.NO. 4/3, 4/2, BALEWADI, PUNE, MAHARASHTRA 411045
City	PUNE
State	Maharashtra
Pin	411045
Website	www.dimr.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	SAJID SHAU KATALI ALVI	020-9823355284	7767800411	-	director@dimr.edu. in
IQAC / CIQA coordinator	MANISHA VIKRANT JAGTAP	020-7767800404	7767800402	-	iqac@dimr.edu.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details				
State	University name	Document		
Maharashtra	Savitribai Phule Pune University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	29-06-2023	12	AICTE Extension Approval of EOA

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	S.NO. 4/3, 4/2, BALEWADI, PUNE, MAHARASHTRA 411045	Urban	5	4446

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
PG	MCA,Management,	24	Any Graduation with Mathematics in XII or B.Sc	English	120	72
PG	MBA,Management,	24	Any Graduation	English	180	131

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	2				4				12			
Recruited	1	1	0	2	0	3	0	3	7	5	0	12
Yet to Recruit	0				1				0			
Sanctioned by the Management/Society or Other Authorized Bodies	2				0				11			
Recruited	2	0	0	2	0	0	0	0	6	5	0	11
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				14
Recruited	12	2	0	14
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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.	3	1	0	0	3	0	0	4	0	11
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	11	8	0	19
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	7		4		11

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	128	9	0	0	137
	Female	59	7	0	0	66
	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	10	12	11	13
	Female	10	8	8	6
	Others	0	0	0	0
ST	Male	0	1	0	0
	Female	0	1	3	1
	Others	0	0	0	0
OBC	Male	20	13	9	9
	Female	9	4	1	7
	Others	0	0	0	0
General	Male	90	93	50	47
	Female	48	51	29	39
	Others	0	0	0	0
Others	Male	12	9	10	10
	Female	4	7	5	5
	Others	0	0	0	0
Total		203	199	126	137

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>DIMR is committed to shaping proficient global citizens by fostering a multidisciplinary approach in academics as well as in both curricular and co-curricular activities. We encourage students to transcend the traditional boundaries of academics, allowing them to explore and enhance their aptitudes and creativity. Aligned with the National Education Policy (NEP) and affiliated with Savitribai Phule Pune University, DIMR emphasizes a dynamic, inclusive and forward-thinking educational environment. The institute adheres to the SPPU Choice-Based Credit System (CBCS), offering a wide spectrum of elective courses. The curriculum includes diverse courses and also conducts various</p>
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	<p>certificate and add-on courses thereby enhancing their multidisciplinary education. DIMR engages students in various activities related to community involvement, environmental awareness, and value-based education. As part of the curriculum, integrating major and minor specializations and industry internships embodies both interdisciplinary and multidisciplinary approaches. Additionally, DIMR organizes workshops, seminars, and conferences and invites guest speakers and industry experts to provide insights on various interdisciplinary and multidisciplinary topics. DIMR's proactive approach ensures students achieve their full potential, contribute to an equitable society, and meet global challenges with a robust foundation in Indigenous knowledge.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>DIMR has adopted the NEP 2020 Academic Bank of Credits (ABC), supporting student mobility and academic flexibility. The ABC registration is done by SPPU for the students for the academic year. Students are guided and supported in this matter by the admin department. The Academic Bank of Credits (ABC) enables students to register and transfer credits, manage the final results of credit redemption, and issue certificates. ABC supports flexibility, enhancing student employability and promoting lifelong learning.</p>
<p>3. Skill development:</p>	<p>At Dnyansagar Institute of Management & Research (DIMR), our MBA program is meticulously crafted to transcend conventional educational boundaries. Beyond imparting theoretical knowledge, we focus on cultivating practical skills essential for success in today's dynamic business landscape. Our teaching-learning process emphasizes participation and experiential learning, ensuring students actively engage with the material. Our certification and value-added courses are tailored to provide students with in-depth knowledge and practical skills in their specialization areas. These courses are designed to meet the demands of the evolving industry landscape and enhance students' employability in their chosen fields. We are deeply committed to providing a holistic learning experience that extends beyond the classroom. Our Training and Placement cell plays a pivotal role in organizing technical and soft skills programs, workshops, and events focused on entrepreneurship and industry-relevant skill</p>

development. Through hands-on experience, internships, and industry engagement activities, students have the opportunity to apply theoretical concepts to real-world scenarios, refining their practical skills and gaining invaluable insights into industry operations. This experiential learning approach not only enhances students' employability across diverse industries but also fosters a spirit of leadership and entrepreneurship among our student community. Moreover, our curriculum is enriched with a wide range of workshops, seminars, and lectures aimed at fostering continuous skill enhancement. From problem-solving and critical thinking to effective communication and interpersonal skills development, we strive to equip our students with the competencies needed to thrive in today's competitive job market. In essence, at DIMR, we are committed to nurturing well-rounded individuals who are not only equipped with the skills and knowledge to excel in the ever-evolving business landscape but also possess the creativity, resilience, and vision to drive positive change and make a lasting impact on the world.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

Students from diverse backgrounds and cultures enrich the essence of our institution. While English is the primary language of instruction in our MBA program, we understand that certain concepts may pose challenges for some students. To ensure inclusivity, we offer explanations in Marathi or Hindi as needed, facilitating comprehension and fostering a sense of belonging among all learners. It aims to link Indian art and culture into the teaching-learning process. Throughout the academic year, we celebrate a diverse array of festivals and special days that mirror the cultural mosaic of our nation. Yoga and meditation workshops are offered as part of it, in collaboration with various institutes. In addition to honouring linguistic diversity through observances like Hindi Bhasha Diwas and Marathi Bhasha Diwas, we organize visits to historical landmarks, providing students with an immersive experience of India's rich heritage. The institute facilitates linkages between education and culture by promoting the use of various online platforms that provide teachers & students with a structured, user-friendly, rich set of assistive tools for monitoring the progress of learners. Our festivities extend to traditional observances,

including fashion shows that showcase the vibrancy of various cultures. Furthermore, during the celebration of the birth anniversaries of national heroes, we promote regional languages through recitations of powadas, poetry readings, and skits. Our commitment to linguistic diversity is further demonstrated by the availability of numerous books in Hindi and Marathi within our library, offering students ample resources to explore and cherish their linguistic heritage. The resonance of our collective identity and patriotism is amplified through the recitation of the National Anthem during events. Students actively practice and perform traditional art forms at university-level cultural festivals, representing our institution and its commitment to preserving and celebrating Indian heritage. In addition to cultural and linguistic diversity efforts, we raise awareness through regional language street plays on environmental conservation, gender equality, and community development, empowering students to enact societal change. By embracing linguistic diversity, commemorating cultural festivities, and upholding national values, we cultivate a nurturing educational environment where each student is esteemed, embraced, and empowered to excel.

5. Focus on Outcome based education (OBE):

The Institute adheres to the curriculum framework of Savitribai Phule Pune University, which embraces the Choice Based Credit System (CBCS) and Grading System and integrates elements from the National Education Policy (NEP) 2022. SPPU has clearly outlined the program outcomes for the MBA program and defined course outcomes for each course. At DIMR, we have also defined Program Specific Outcomes for each specialization. Every course's teaching methodology is created with cognitive abilities such as remembering, understanding, applying, analyzing, evaluating, and creating. In addition to domain-specific knowledge, learning outcomes also underscore the importance of fostering social responsibility, ethical values, and entrepreneurial acumen among students. Key features of the curriculum include problem-solving methodologies, experiential learning opportunities, and participative engagement. Our Summer Internship Programme, an integral part of the curriculum, is designed to facilitate project-based

learning and practical skill development. To effectively implement OBE, we have relied on the comprehensive concurrent evaluation (CCE) method. For 3 courses, each student is evaluated based on three CCE components and for 2 credits the student is evaluated based on two CCE components. Each CCE component is targeted to measure the attainment level of students concerning two-course outcomes. At the end of the semester, The POs, COs and their attainment have been worked out in accordance with the requirements of the SPPU. Through these efforts, DIMR ensures that our students are not only well-versed in academic knowledge but also possess the skills and competencies necessary to excel in a dynamic and globalized world.

6. Distance education/online education:

Dnyansagar Institute of Management & Research (DIMR) is in perfect alignment with the vision outlined in the National Education Policy (NEP) 2020, which seeks to revolutionize the education system to cater to the demands of the 21st century. Our dedication to leveraging online education exemplifies this commitment, ensuring a transformative learning journey for all our students. DIMR regularly conducts online sessions featuring both faculty members and industry experts, providing students with valuable insights and perspectives. Additionally, we offer a wide array of certification and value-added courses online, empowering students to expand their skill sets and knowledge base. The classrooms are equipped with projectors and smart boards which are used to enhance the classroom teaching and make it interactive. Our institute library boasts subscriptions to DELNET for e-journals and EBSCO for e-books, granting students easy access to a vast repository of resources. We encourage students to further enhance their skills through online courses offered by platforms like Coursera, SWAYAM, and NPTEL. DIMR demonstrates its commitment to quality and accessibility through the use of advanced technology platforms that support interactive learning. Our comprehensive Learning Management System (LMS) facilitates a seamless educational experience with features like archived video lectures, real-time discussions, and digital submission of assignments. All course materials are accessible online, allowing students to learn at their own pace and convenience. Our website also serves as a

centralized hub to a diverse student population (open to all students) for study materials, including notes, presentations, MCQs, CCEs, and question banks. This centralized repository ensures easy access to resources, enabling students to review materials at their own pace and convenience. Online course review sessions are conducted prior to the external exams, providing students with the opportunity to clarify doubts, review key concepts, and ensure they are well-prepared for their assessments. Furthermore, we employ various online platforms such as Savesoft, Socrative, Google Classroom, and Quizizz for assessments, aligning with modern evaluation methods and preparing students for the digital literacy skills required in today's world. In addition to student-focused initiatives, our faculty members actively participate in online Faculty Development Programs (FDPs), conferences, and workshops, and pursue online courses themselves, ensuring that they remain updated with the latest trends and best practices in education.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Dnyansagar Institute of Management & Research (DIMR) has established an Electoral Literacy Club (ELC) with a mission to enhance electoral awareness among students and the larger community. The primary goal of DIMR's ELC is to educate and engage individuals in understanding their democratic rights and responsibilities, underscoring the importance of active participation in the electoral process.</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>DIMR has formed a dedicated team to create awareness about electoral literacy among its students and staff. The team consists of 5 members: 1 Faculty 1 non-teaching staff 1 Nodal Officer 2 Students</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</p>	<p>The DIMR Institute has successfully organized a series of sessions and workshops aimed at raising awareness about electoral rights and motivating students to register as voters and exercise their right to vote. These initiatives included: Awareness Sessions about Electoral Rights Workshops on Voter Registration and Motivation Voter Registration Camp</p>

<p>ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>on Campus By organizing these comprehensive electoral literacy initiatives, DIMR has significantly contributed to fostering a well-informed and actively participating student electorate, ensuring that students are not only aware of their rights but also motivated to exercise them.</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>Yes, the Institute has conducted various voter awareness program in the nearby areas of the institute to sensitize the importance of voting rights. Students of DIMR enthusiastically volunteered to participate in the distribution of voter slips for Assembly Elections in the Baner area. Under the guidance of faculty members, students were assigned designated areas within Baner to distribute voter slips door-to-door. Equipped with voter slip packets and informational pamphlets, the student volunteers navigated through the neighborhood, engaging with residents and providing them with their respective voter slips</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 institutionalize mechanisms to register eligible students as voters.</p>	<p>New Voter Registration Campaign was organized for students of DIMR and nearby colleges in campus. It also provided assistance for proper documentation for flawless registration for new voters.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
354	305	234	240	251

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

2 Teachers

2.1

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

Response: 44

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
23	21	20	22	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
120.15480	113.88375	103.51011	118.80698	88.88458

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

DIMR affiliated with SPPU and approved by AICTE offers a two-year full-time MBA Program with major and minor specializations. It follows SPPU's curriculum emphasizing OBE, utilizing CBCS and a Grading System., ensuring timely compliance for industry-ready students

Steps Taken to Achieve This:

Step 1: Academic Calendar

- The Academic Calendar is prepared each semester encompassing academic, curricular, co-curricular, and extracurricular activities.
- It also considers holidays, internal and external exams, and the number of teaching days for effective academic coverage.
- The Internal Quality Assurance Cell integrates university guidelines and timelines to formulate the Academic Calendar.

Step 2: Academic Planning

- SPPU offers a choice of courses, which are finalized based on faculty preferences and expertise, ensuring a balanced workload.
- IQAC conducts meetings with teachers to discuss course allotment, timetable, certification programs, value-added courses, and guest lectures.
- At the start of each semester course teachers prepare Lecture Plans, Question Banks, Notes, Presentations (PPTs), Question Papers, CO-PO Mapping, and Comprehensive Concurrent Evaluation (CCE) components.

Step 3: Academic Delivery

- DIMR facilitates experiential and participative learning through activities such as role plays, poster making, presentations, and field visits, enhancing problem-solving skills through case

study analysis and brainstorming sessions.

- Learning experiences are enhanced by interactive technology integration and innovative teaching methods.
- DIMR supplements the curriculum with employability enhancement programs and certifications fostering skills beyond the syllabus.
- Regular guest lectures, alumni sessions, seminars, and workshops enhance students' industry interaction and employability skills.
- DIMR offers SPPU-recommended CCE components for internal assessment.
- DIMR communicates academic information like timetables, Question banks, lecture notes, CCE components, and assessment schedules via notice boards, WhatsApp groups, ERP, and on the website ensuring easy access and full participation of students in their learning journey.
- The Mentor-Mentee system addresses academic, social, and financial issues fostering a sense of belonging for students.
- After evaluating internal question papers, DIMR conducts guidance sessions for students offering advice.
- DIMR aligns course overview with SPPU exam question papers, enhancing students' understanding and preparation by providing this overview one day before exams.
- DIMR conducts pre-SIP guidance sessions to prepare students effectively for their fieldwork, complemented by Summer Internship Project (SIP) report writing sessions for improved report quality.

Step 4: Co-curricular activities

- DIMR promotes social responsibility through community service and environmental campaigns, fosters creativity with cultural events, and supports physical well-being through sports activities.
- Industry-led workshops enhance professional skills while entrepreneurship programs and creative workshops encourage innovation.
- Leadership and teamwork skills are nurtured through training programs and team-building activities.
- Participation in inter-collegiate tournaments enhances students' networking, teamwork, leadership, communication, and sportsmanship skills.

Step 5: Continuous Internal Assessment

- DIMR evaluates student performance through internal assessments based on CCE components recommended by the university.
- Curriculum compliance is reported to the Director through the (HoD) and student performance is verified by examinations at the semester's end.

Step 5: Feedback Mechanism

- Student and stakeholder feedback is collected to identify areas for improvement.
- The IQAC incorporates feedback into the academic calendar ensuring continuous improvement and reflecting DIMR's commitment to excellence.

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

1.2 Academic Flexibility

1.2.1

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

Response: 46

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

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: 73.55

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
265	235	175	179	164

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

DIMR adheres to Savitribai Phule Pune University's guidelines, integrating cross-cutting issues into its MBA curriculum. Topics include Professional Ethics, Gender Equality, Human Values, and Environment and Sustainability, ensuring a holistic education.

DIMR conducts activities to deepen students' understanding of these issues, fostering socially responsible professionals who excel in their fields and contribute to societal betterment aligning with the ethos of the university.

Cross-Cutting Issues	No. of Courses addressing this issue in the MBA
Professional Ethics	52
Gender Equality	18
Human Values	35
Environment and Sustainability	38

In addition, the institution is conducting co-curricular activities to cater to such cross-cutting issues

DIMR emphasizes professional ethics through a variety of initiatives:

- Guest lectures by industry experts provide business insights and instill ethical principles.
- Soft skills sessions focus on communication, teamwork, leadership, and time management, essential for ethical conduct.
- Field visits reinforce ethical decision-making with real-world exposure.
- Case study discussions apply theory to solve ethical business dilemmas
- Workshops on specialization selection, resume writing, interview preparation, and career planning equip students with the skills and strategies needed to pursue ethical careers.
- Mock interviews build confidence and ethical decision-making skills for real-world jobs.
- Networking events connect students with professionals, fostering ethical collaborations.
- Students maintain professional ethics by ensuring a hospitable environment for industry personnel during visits both on and off campus.
- Business Plan competitions promote ethical entrepreneurship.
- Guided internships and final placements prioritize ethics, shaping trustworthy professionals committed to integrity.

DIMR addresses gender sensitivity through activities:

- Celebrating International Women's and Men's Day.
- Conducting workshops and seminars on gender sensitivity.
- Empowering students to raise awareness through street plays.
- Classroom seating arrangements prioritize diversity and inclusivity.
- Sports & Cultural programs promote gender equality, ensuring equal opportunities for all students.
- Bias-free committee formations ensure fair representation in events and activities.
- Facilitating small group discussions on gender topics.
- Prioritizing gender sensitivity in student trips to various destinations.
- Establishing gender-neutral facilities on campus.

- Offering support services for gender-based issues.
- Gender diversity is ensured in leadership positions, academic panels, and guest speakers.
- Upholding gender equality as a campus-wide principle.

DIMR nurtures human values through:

- Visits to orphanages and old age homes and celebrate festivals.
- Awareness campaigns on road safety and drug abuse prevention.
- Fundraising for natural calamity.
- Blood donation and medicinal drives.
- Marathons, Cyclothons & celebrating International Yoga Day to promote fitness and community spirit.
- Interactive sessions with senior citizens.
- Collaboration with "Toilet Seva" app developers which promotes hygienic sanitation.
- Fort treks instill values like respect and teamwork.
- Voter awareness initiatives.
- Cybercrime awareness sessions.
- Campus festivals promote unity and cultural tolerance.
- National Day celebrations
- The code of conduct fosters ethical behavior for students and employees.

DIMR promotes environment and sustainability through:

- Tree plantation drives
- Rooftop solar PV plant installation
- Green audits
- Rainwater harvesting
- Waste management practices

- Collaboration with PadCare for recycling
- Shelters and birdhouse installation
- VRUSHKA Bandhan celebration
- E-Waste Collection Drive
- Earth Day, World Environment Day, and Water Day celebrations

DIMR's commitment to ethical education, gender sensitivity, human values, and environmental sustainability equips students for professional success and societal contribution.

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

1.3.2

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

Response: 93.79

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

Response: 332

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 82.33

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
180	180	118	134	129

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
180	180	180	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](#)

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

[View Document](#)

2.1.2

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

Response: 60.79

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
65	55	47	51	44

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
82	83	83	97	86

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 15.39

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:

At DIMR, we cultivate a rich educational environment through our DIMR Learning Spectrum, embracing experiential, participative and problem-solving methodologies. Our dedicated teachers employ innovative teaching methods and ICT tools, facilitating hands-on experiences and collaborative learning. Through this holistic approach, students develop essential skills and critical thinking, preparing them for success in a dynamic world.

DIMR Learning Spectrum

- The Learning of 'what' (**through Experiential Learning**)
- The Learning of 'how' (**through Participative Learning**)
- The Understanding of 'how to' (**through Problem-Solving Methodologies**)
- The Benefit of 'with whom' (**through Participative Learning**)
- The Understanding of 'Where to' (**through Experiential Learning**)

This spectrum encompasses the diverse range of learning experiences we offer:

Experiential Learning: Experiential learning is integral at DIMR, with activities spanning various dimensions. Students participate in industrial visits, gaining insights into real-world operations and industry practices. Internships offer hands-on experience, complementing classroom knowledge. Field visits bridge theory with practical applications, while management training hone leadership and teamwork skills. The Entrepreneur Bazaar provides a platform for showcasing entrepreneurial ventures and fostering business acumen. Campus drives develop event management and networking skills and "Management Mavericks" encourages innovation through unconventional learning experiences. Analyzing industry dynamics and engaging in market outreach activities offer real-world insights, nurturing critical thinking. Student-led excursions and streetwise skills programs cultivate confidence and practical life skills, while voluntary activities promote leadership and social responsibility. Organizing academic and extracurricular events empowers students with practical skills for diverse settings.

Participative Learning: Participative learning empowers students to actively engage in the learning journey. Through activities like Group Presentations, Budget Reviews, Role Plays, Brainstorming Sessions, Advertisement & Film Reviews, Book Reviews, Group Discussions, Mock Interviews, Computer Laboratory Sessions, Inter-College Competitions and Extension activities. These engagements foster collaboration, critical thinking, practical skill development, and social responsibility, preparing students for diverse career paths while instilling values of teamwork, empathy, and community service.

Problem-Solving: DIMR fosters problem-solving skills through activities like Case Studies, Business Quiz, Business Plan, Newspaper Activity, Situation Analysis, Crossword, and Quiz Creation. These engagements provide practical experience in problem-solving, critical thinking, and decision-making, preparing students for academic and professional success.

Usage of ICT-Enabled Tools:

The institute seamlessly integrates technology into its teaching-learning process, combining traditional methods with modern ICT tools to accommodate various learning styles and promote engagement. Utilizing platforms like Google Classrooms and Drive, faculty distribute materials, and assignments, and facilitate communication. PowerPoint presentations enhance comprehension and retention, while projectors and smart boards make lessons dynamic and interactive. Digital library facilities offer extensive online resources, and a customized Learning Management System provides access to course materials, assignments, and feedback. Centralized online study materials and platforms for online examinations ensure accessibility and flexibility. This integration fosters a comprehensive learning environment tailored to diverse student needs.

Through our DIMR Learning Spectrum and innovative approaches, we empower students to thrive in an ever-evolving professional landscape, equipped with the skills and knowledge needed for success.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 96.49

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
24	22	22	22	24

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

2.4.2

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

Response: 46.36

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
13	9	9	11	9

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Assessment is a cornerstone of education. DIMR ensures fair, clear, and effective evaluation methods adhering to SPPU guidelines for both internal and external assessments. Our robust practices empower students with the skills and knowledge needed for academic and professional success.

Internal Assessment (CIE)

At DIMR, we follow the structured pattern of Savitribai Phule Pune University (SPPU) using Comprehensive Concurrent Evaluation (CCE) components. During induction, students are informed about the MBA Program, including the curriculum, credit system, and exam patterns. Course teachers have the autonomy to design and implement CCE components, linking them with Course Outcomes (COs) and Bloom's Taxonomy, and get approval from the Director. The approved components are

displayed on notice boards, WhatsApp groups, ERP, and the institute's website.

For a 3-credit course, at least three CCE components are required; for a 2-credit course, at least two. Teachers design rubrics for structured evaluation, providing students with access to corrected components for feedback. DIMR organises remedial classes and practice sessions for improvement. CCE components are conducted, assessed, and documented throughout the term. Aggregate scores and CO attainment levels are displayed at term-end emphasising transparency and student development.

External Assessment

External examinations are conducted by SPPU, with the Institute strictly adhering to SPPU rules. The University Academic Calendar is accessible online, and an online system facilitates exam form submission, fee payment, and generation of hall tickets and barcodes. Question paper distribution is managed through the online portal, with dedicated technical support.

A College Exam Officer (CEO) liaises between the Institute and SPPU. External exams include written theory papers and Project Viva Voce. Exam dates are announced on SPPU's portal and communicated to students through various channels. The Institute ensures the smooth conduct of exams by assigning duties to staff, including the CEO and supervisors.

Grievance Redressal System:

Recognising the importance of timely resolution of exam-related grievances, the Institute has a streamlined grievance redressal mechanism.

Grievances against Internal Assessment:

The CCE components and its schedule are communicated to students well in advance and after evaluation by teachers, the results are displayed. Students have one week to report grievances after receiving their CCE marks. These are addressed by respective Course teachers, while the unresolved issues are escalated to HoD and the Director. Internal marks are forwarded to SPPU after resolving all grievances.

Grievances against External Assessment:

DIMR adheres to SPPU's mechanism for university-level exam grievances. Students facing issues like mistakes in exam form filling or mark discrepancies are communicated with the College Exam Officer (CEO) who ensures swift resolution. DIMR supports students in filling out forms and facilitates communication with the SPPU exam department. In the event of discrepancies in final marks, the admin department of DIMR informs students about the timeline and procedure for revaluation, ensuring transparency and fairness in the process. Students discuss their photocopied exam papers with their respective course faculty to verify the correctness of their answers and decide if revaluation is necessary. Any other issues are also promptly addressed by the CEO and admin staff.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Mechanism of Communication for Course Outcomes (COs) & Program Outcomes (POs)

Institution Overview:

DIMR, affiliated with Savitribai Phule Pune University (SPPU), Pune, offers an MBA program that adheres to the SPPU curriculum and examination schedules. The Course Outcomes (COs) for all courses are defined by SPPU in the 2019 & 2022 Revised Syllabus.

Development and Communication Process:

1. Design and Discussion:

Programme Outcomes (POs), and Course Outcomes (COs) are developed in a collaborative process. The Director, along with the Head of Department, leads discussions with course teachers to integrate these outcomes into the curriculum.

During academic meetings, the Director and Head of Department ensure that co-curricular and extra-curricular activities are planned to achieve the desired Graduate Attributes (GAs).

2. Assessment Mechanism:

In alignment with the academic policy of the institute and the SPPU syllabus, an internal assessment mechanism is designed.

The course teachers prepare Comprehensive Concurrent Evaluations for their respective courses, ensuring alignment with COs and POs. These evaluations are reviewed by the Head of the Department and approved by the Director before being communicated to students.

3. Student Communication:

Induction Program: Students are introduced to the syllabus, examination pattern, and expected outcomes during the induction program.

Classroom and Course Overview Sessions: At the beginning of each course and during regular classroom sessions, teachers provide detailed course overviews and engage in discussions about COs and POs to outline expectations and goals.

Display and Communication Channels:

After verification by the Internal Quality Assurance Cell (IQAC), all COs and POs are displayed and communicated to students and stakeholders through multiple channels:

Institute Website: Program Outcomes are available on the Institute website.

Notice Boards: COs and POs are prominently displayed on institutional notice boards.

Library: The hard copy of the POs and COs of all courses is available at the Library for faculty members' and students' reference.

Student Admission Counseling: Students are informed about these outcomes during the counselling process.

Student Induction Program: Outcomes are highlighted during the induction program to ensure new students are well informed.

Course and Classroom Overview Sessions: Teachers continuously reinforce COs and POs through detailed course overviews and discussions during regular classroom sessions to ensure students understand and align their efforts with these outcomes.

Our Institute is committed to transparently communicating and achieving the defined Course Outcomes and Program Outcomes. By integrating these outcomes into various stages of the academic journey and ensuring students are well-informed, we strive to provide a comprehensive and goal-oriented educational experience.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

At Dnyansagar Institute of Management & Research (DIMR), the assessment of Programme Outcomes

(POs) and Course Outcomes (COs) is a comprehensive process. It involves multiple methodologies and data sources, requiring teachers to adopt a structured teaching, learning, and evaluation approach to realise POs and COs effectively. A variety of teaching and assessment strategies are employed to assist students in achieving these outcomes. At the same time, feedback from diverse stakeholders is collected and integrated into the assessment process to evaluate the attainment of POs.

DIMR's MBA program, affiliated with Savitribai Phule Pune University (SPPU), has adopted outcome-based education to ensure academic excellence. Based on the program syllabus designed by the SPPU, the MBA program has 10 POs & each course carries 5-6 COs. DIMR maintains a transparent, robust, and continuous evaluation process for students.

Attainment levels are calculated based on the combination of direct attainment (80% weightage) and indirect attainment (20% weightage). In the direct attainment, equal weightage (50%) is assigned to formative assessment and summative assessment. The ESE question paper of the MBA program is based on the standard format prescribed by SPPU which includes 5 questions evaluating the various cognitive abilities of the students based on Bloom's taxonomy. Each CO has 10 marks weightage.

CO attainment Performance targets are set as below (Differs as per each Course and their respective assessment)

1. Level 3- >60% of the class attains 70% scores
2. Level 2- >50% of the class attains 70% scores
3. Level 1- >40% of the class attains 70% scores
4. Level 0 - <40% of the class attains 70% scores.

COs are further mapped to POs & PSOs. CO-PO linkage is measured by giving weightage as

0- no linkage between CO-PO

1- Low linkage between CO-PO

2- Moderate/average linkage between CO-PO

3- High linkage between CO-PO

This process identifies areas of strength and areas needing improvement within the program, helping formulate enhancement strategies. By assessing POs and COs, DIMR ensures that its academic offerings address the needs of students and other stakeholders. This continuous improvement process keeps the programs relevant to global scenarios and prevailing educational standards.

Course teachers align CO with the objectives set by SPPU. Teachers prepare a scheme of Continuous Comprehensive Evaluation (CCE) that links with the attainment levels designed by SPPU. Course teachers consistently evaluate students to ascertain attainment levels effectively. The attainment of COs and POs is further supported by value-added courses and visiting lectures from industry experts, bridging the gap between academic learning and industrial requirements.

Through these meticulous processes, DIMR ensures that its educational programs are continuously refined and enhanced, keeping them aligned with current academic standards and industry needs. This rigorous assessment framework guarantees that students are well-prepared to meet the challenges of the modern workforce and contribute effectively to their respective fields.

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

2.6.3

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

Response: 83.89

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
104	79	99	92	105

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
140	98	113	104	116

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.82

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 8.99

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.80	0.75	0.18	1.5	5.76

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Our Institute has created an ecosystem for research, innovations, and Indian Knowledge System (IKS) by implementing several initiatives:

R&D Cell: The Institute has established a dedicated R&D Cell that conducts research workshops, seminars, and FDPs for the faculty members and students to cultivate a supportive and inclusive research community. The institute possesses significant intellectual assets with 11 faculty members holding PhD and 5 pursuing PhD.

Postgraduate Research Centre (PGRC): The institute has an SPPU-recognized research centre from 2023 which highlights the dedication of the institute towards the research culture.

Recognized Research Guide: Four Faculty members are the recognized Ph. D. research guides of

SPPU.

Research Publication: DIMR believes that faculty engagement in research enriches the educational experience. 120 scholarly research articles and 86 books and chapters in conference proceedings were published by the faculties. To foster the research acumen of the students, faculty members co-authored the research publication with the students.

Entrepreneurship Development: The institute focuses on developing an entrepreneurial mindset among students through its Entrepreneurship Development (ED) cell / Incubation Centre 'Nirman'. This cell fosters creativity, innovation & problem-solving capabilities among the students. The institute organizes seminars, workshops, and guest sessions on Entrepreneurship, Start-ups, and innovations to educate, inspire, and empower students who are interested in starting their businesses. Institute offers university-level elective courses to the students 'Entrepreneurship Development' in the semester I and 'Startup & New Venture Management' in semester II to inculcate in students the capability of generating business ideas, transforming these ideas into products and services, and then coming up with a commercial plan to establish the very idea into the market.

Entrepreneurship Bazar: Every year the institute organizes Entrepreneurship Bazar to provide an engaging platform where students showcase their entrepreneurship skills and to foster a vibrant learning environment. The MBA students of DIMR organized an 'Entrepreneurial Bazaar' on the campus and got some hands-on exposure to entrepreneurship.

Collaboration and Partnerships: The institute actively collaborates with external organizations to promote innovation and entrepreneurship. DIMR is a member of the Innovation Cell of Savitribai Phule Pune University (SPPU). The institute has signed 45 MOUs with Academic and Industrial organizations to promote Student exchange, Faculty exchange, Knowledge sharing, and Knowledge transfer.

Intellectual Property Rights Cell: DIMR established an IPR cell on 26th April 2023. The Institute proactively raises awareness about intellectual property rights (IPR). The institute organized an awareness programme related to IPR, Patents, Trademarks, copyrights and Geographical Indication for the students and faculty members.

Indian Knowledge System (IKS): The Institute actively engages in preserving, revitalizing, and promoting traditional Indian Knowledge systems among the students. The 'Indian Ethos and Business Ethics' course is integrated into the curriculum. 'International Yoga Day' is celebrated at the institute to promote indigenous practices. The institute organizes cultural festivals and events that showcase and celebrate the Indian knowledge systems.

By leveraging these initiatives, DIMR is developing a robust ecosystem for innovation, research, Indian Knowledge System (IKS) and entrepreneurship, contributing to the overall growth and development of students and faculty members.

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

3.2.2

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

Response: 86

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
22	18	12	14	20

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: 1.11

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
13	8	10	16	2

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

3.3.2

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

Response: 1.2

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
16	8	7	17	5

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

3.4 Extension Activities

3.4.1

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

Response:

DIMR Institute believes in the holistic development of students not only through curricular activities but also with extension activities.

The institute has strong faith that extension activities help to sensitize the students regarding social and community issues. Under the guidance of faculty members, students actively participate in extension activities that revolve around human values, environment conservation, social issues, and employment generation.

The Institute follows a mechanism for student's involvement in various social activities which promote citizenship roles. The spirit of voluntary work through sustained community interaction and the link between campus and community is engrossed amongst students, which reflects on the personality development of students through community service. Besides this, the institute organizes other activities as per need and availability of time without affecting academics.

DIMR organizes the **Pool Campus drive** for final placement as well as the summer internship. During the drive, the institute invited MBA & PGDM students from all over Maharashtra. The institute got a good response from students outside the DIMR. Through this drive, the institute attempts to provide employment opportunities to MBA, and PGDM students. This drive helps to bridge the gap between academia and industry.

To instil environmental responsibility among the students of DIMR, the institute organized a **tree plantation drive**. Through tree plantation, the institute tries to create awareness of and importance of planting trees that prevent climate change and preservation of biodiversity. On the occasion of Rakshabandhan, DIMR celebrated '**Vrukshabandhan**' by tying 'Rakhis' to our real 'Protectors' and pledged to save the trees for the well-being of all sentient life forms.

DIMR arranges visits and donations to various **old age and orphanage homes**. Students shared the moments of sheer happiness and celebrated different festivals like Diwali, and Christmas Eve with them. Donation drives sensitize the students regarding sharing attitude and giving back to the society.

With the thought "Every blood donor is a lifesaver", the institute organizes **blood donation camps**. Through these camps, the importance and benefits of blood donation were communicated to the students and inculcated a sense of responsibility towards society.

Students involved in the **installation of birdhouses** in the institute premises create consciousness among the students to be compassionate about the small creatures of the earth. The installation of a birdhouse alerts the student about the extinction of different species and their importance. Besides that, students enjoy learning by listening to the chirping voices of sparrows on the premises, which nowadays is a rare event due to urbanization.

Students actively **volunteered for the marathon** along with the organizers. This helps the students to get exposure to event organization along with this it assists at the organizing committee. Through this institute tries to encourage students to provide social skills.

Traffic awareness and anti-drug awareness campaigns are organized for the students to make them alert about infrastructural problems and risks associated with drugs.

Whenever there is a natural calamity, DIMR comes forward to extend a helping hand towards flood-affected people by collecting the Kerala Relief Fund and Sangli Kolhapur Relief Fund.

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

3.4.2

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

Response:

Dnyansagar Institute of Management & Research (DIMR) is affiliated to Savitribai Phule Pune University and runs under Shri Khanderao Prathisthan Trust (SKP). SKP is well known for offering quality education from KG to Ph.D.

Dr. Sajid Alvi Sir was appreciated by **Prepmyskills in 2023** for his support of the Prepmyskills Holistic Development Program.

Dr. Saagar Balwadkar Sir was conferred the '**Lokmat Achievers Award**' in 2023 and 2021 as a humble recognition of his stellar contributions to society.

Pimpri Chinchwad University offered a **Badge of Honor** in 2023 to Dr. Sajid Alvi Sir for his support.

The institute organized a **Blood Donation Camp** in association with **Morya Blood Bank** on **20th June 2022**. For this noble cause, the institute received a '**Certificate of Honor**'.

Receiving the **Pune Times Mirror Excellence Award in 2021** for Excellence in Management Education-MBA is a significant achievement for Dnyansagar Institute of Management & Research (DIMR). This recognition highlights DIMR's dedication to providing high-quality education in the field of management, particularly for MBA students. It speaks volumes about the institute's commitment to excellence, innovation, and impactful contributions to the field of management education.

Dnyansagar Institute of Management & Research Staff & students' visited Apala Ghar on 31st Dec. 2021. DIMR donated grocery items as well as medicines to Apala Ghar. **The letter of Acknowledgement** from Apala Ghar serves as a token of appreciation for DIMR's efforts and demonstrates the impact of their contribution.

The institute conducted a Blood Donation Camp in association with Acharya Anandrishiji Pune Blood

Bank on 12th Dec. 2020 and 50 persons donated the blood. For this, we were acknowledged with a certificate from the Acharya Anandrishiji Pune Blood Bank.

Winning the Academic Lion Award India Chapter 2019 in Singapore as the 'Best Career Guidance - Management' is a remarkable achievement for the institute. This recognition underscores the institution's dedication to providing outstanding career guidance and support to its students in the field of management. It reflects the institute's commitment to not only imparting academic knowledge but also preparing students for successful careers in their chosen fields. This award is a testament to the institute's excellence in fostering professional development and ensuring that its graduates are well-equipped to excel in their careers.

The Institute received a letter of appreciation for the 2019 Diwali celebration with the orphaned, abandoned special & differently abled children of 'Aniket Sevabhavi Sanstha's', 'Om Shri Sai Residential Rehabilitation Centre.

DIMR hosted a Blood Donation Camp in association with the Pimpri Serological Institute Blood Centre on 15th April 2019. The institute acknowledged a 'Certificate of Appreciation' which reflects the dedication and impact of the institute's efforts in contributing to such a noble cause.

Dr. Saagar Balwadkar Sir, has been felicitated by the 'Times Men of the Year Award 2018' for his contribution to society in the field of Education- Holistic Learning.

Kuldeep E-Waste Disposals appreciated our efforts for e-waste collection and disposal in an environmentally safe manner by issuing the Certificate.

The institute has received the letter of appreciation for various extension activities, list of the same is attached.

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

3.4.3

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

Response: 44

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
9	7	8	8	12

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

3.5 Collaboration

3.5.1

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

Response: 45

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

DIMR has adequate infrastructural facilities as per the norms of the apex bodies, and regular upgradations as per requirements to facilitate effective teaching and learning. The institute ensures facilities for all curricular, co-curricular and extra-curricular activities.

The summarized information is as follows:

Teaching Learning Facilities
Classrooms
Tutorial Rooms
Library & Reading Room
Seminar Hall
Learning Management System (LMS)
ICT Facilities
Smart Classrooms
Computer Lab & Centre
Broadband
Wi-Fi Facility
Digital Library
Server room
Sports and Cultural Facilities
Playground (Indoor & outdoor sports)
Gymnasium
Wellness Centre
Administrative Facilities
Boardroom
Director's Office
HOD Office
Training and Placement Office
Faculty Cubicles
Student Section
Scholarship Section
Account Section

Exam Control Room

Sick Room

Other Facilities

Canteen

Lift

Power Generator

Wheel Chair & Ramp for Divyang

Covered Parking

Drinking Water

Boy's Common Room

Girl's Common Room

Rest Room

Infrastructure & Facilities for Teaching Learning:

Classrooms and Tutorial Rooms:

The institute has 10 spacious Classrooms and 6 Tutorial rooms equipped with ICT-enabled facilities for effective teaching and learning including a Smartboard, Whiteboard, Internet facility, and LCD Projector.

Library & Reading room

The Institute has a well-equipped Library with textbooks & reference books, National and International Journals & E-Journals, and Newspapers with a well-furnished reading room with adequate seating capacity for all students and faculty. The library has automation through e-Granthalaya & subscriptions to e-resources such as DELNET, EBSCO, and e-Shodhsindhu with OPAC facility.

Computer Lab & Computer Centre:

The institute has a total of 244 computers for all students with ICT facilities with 200mbps LAN internet & WiFi connectivity.

Seminar Hall

The Institute has two seminar halls with large-size screens, an audio system, an LCD projector, internet and Wi-Fi facility to conduct Seminars, Workshops, Conferences and Cultural programs.

LMS

Students at DIMR use CleverGround LMS to manage lectures, study materials, exams, and assignments and also to track students' progress.

ICT-Enabled Infrastructure & Facilities

Broadband & WiFi Facility

The Institute ensures seamless internet connectivity with a 200 MBPS leased line LAN connection, complemented by Wi-Fi coverage through sufficient access points.

Smart Classrooms:

The Institute has 10 well-equipped Classrooms with 10 Smartboards & adequate ICT facilities.

Digital Library & Language Lab:

The institute's digital library & language lab includes 20 computers equipped with internet facilities, enabling access to e-resources via DELNET, NDLI, and EBSCO.

Facilities for Cultural and Sports Activities

Wellness Centre:

The institute has a Yoga room with mats where students and faculty members do meditation and practice yoga.

Sports Facilities:

The Institute has a playground for outdoor games like Football, Volleyball, Cricket, Basketball, & Long Tennis There's also an indoor hall for Table Tennis, Carom, Badminton, and Chess.

Gymnasium

DIMR has set up an open gym for students to stay fit, even during breaks. It's open to everyone and has equipment suitable for all weather conditions.

Lift

DIMR installed lifts to greatly improve life for disabled people, ensuring wheelchair access and comfort for them and their companions.

Power Generators

The institute has also installed a 62.5KV capacity generator for uninterrupted electricity & connectivity.

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

4.1.2

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

Response: 16.95

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
42.78706	25.50983	3.90551	7.62125	12.58979

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

DIMR Library was established in 2008 along with the Institute to satisfy the academic needs of Faculty, Students, and Staff. The library has implemented an ILMS for automation. The e-Granthalaya, a Digital Platform developed by the NIC is being used in the library with version 3.0. Barcoding of all books and students' library cards has been done for book circulation and other purposes. The e-Granthalaya software is completely automated and user-friendly, offering a range of modules. Additionally, the library is monitored by CCTV Surveillance.

Library Committee

A committee has been established and made responsible for ensuring the smooth functioning and upgradation of the library. They organize activities for its improvement and celebrate National Librarian's Day annually.

Print journals

National and International 48 Print Journals are available in the Library.

E- resources

Students and faculty members can obtain membership credentials to access online databases and e-resources such as DELNET and EBSCO.

Reference Books Section:

This section includes a collection of General books, Biographies, Auto Biographies, Case studies, Communication books and handbooks.

Facilities and Service of Library

- Library Orientation
- Current Awareness Service
- Selective Dissemination Information Service
- Reference Service
- Referral Service
- News Paper Clippings service
- E-resource Training
- Library OPAC
- Question Bank

E-Granthalaya Modules:

Members Registration

To enrol as a library member, students and staff have to register in person at the library, fill out an online form, provide the necessary identification proof and obtain a membership ID.

Issue-Return Facility

The library software enables members to perform book transactions, including issuing, returning, and renewing books.

Accessioning

It involves recording the entry of newly acquired books into the library's collection, with the system

monitoring all accession records.

Cataloguing

It creates detailed records for each book, ensuring accurate organization and retrieval of materials in the library's collection.

Serial Control

Serial control encompasses managing entries for all journals and magazines held by the library.

Circulation

Circulation services allow members to borrow and return books.

OPAC

The OPAC feature provides users with an interface to search for available books.

Reports

The system generates reports on daily transactions, book lists by author, title, or publisher, accession number-based lists, and staff and student transactions.

Barcode Generating

The barcode generation function creates barcodes for books and member ID cards, aiding resource tracking.

Adequate Subscriptions of e-Resources and Journals

Sr. No.	Particulars	Database	Total Quantity
1.	E- Journals	DELNET	400
2.	E-books	EBSCO	12055
3.	Databases	DELNET	400
		EBSCO	12055

Print Journals, Print books & E-books

Sr. No.	Particulars	Quantity	Total
1.	National Journals	30	48
2.	International Journals	18	
3.	Books Volumes (Print)	7635	19690
4.	Books Volumes(Online)	12055	
5.	Books Titles(Print)	3362	15417
6.	Books Titles(Online)	12055	

Open Source Resources

Sr. No.	Particular
1	e-Shodhsindhu
2	e-Shodhganga
3	NDLI
4	Swayam
5	NPTEL
6	e- PG Pathshala
7	Spoken Tutorial
8	PDF Drive
9	DOAJ

Students and faculty members make optimal use of the library, visiting it daily for reading, referencing, and borrowing books.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

DIMR has state-of-the-art IT infrastructure which is being continuously upgraded according to the advancement in technology and demands of the teaching-learning process. To strengthen the IT infrastructure, the institute has been providing high-end computers, high-speed internet bandwidth, IP CCTV, licensed & open source software, WiFi facility, backup facility, Network Plan, Internet Switches, and Thumb-based attendance system.

Computers and other peripheral details:

Sr. No.	Particulars	Details	Quantity (No.)
1.	Computers	Core i5 Processor with required accessories	244
2.	Smart Board	Core i5 Processor, Touch Panel, Stylus	10

		Pen, Audio-visual System, Internet & supportive software	
3.	Projector	Sony, Dell & Viewsonic Multifunctional LCD Projectors	11
4.	Printer	All In One Color & Monochrome Printers (Laserjet & Ink tank)	10
5.	Scanner	HP	01
5.	Headphones	USB Head Phones	12
6.	Webcam	USB Camera	12
7.	IP CCTV	Cameras 1080p HD	4
8.	CCTV	Analog HD cameras	35
9.	UPS	APC Online UPS 10KVA-02 , 5KVA-01	03
10.	Switch	D-Link 16 & 24 Port Switch	06

Internet Bandwidth and Wi-Fi Facility

The Institute provides internet access in classrooms, computer labs, faculty offices, and administrative spaces, accessible to all stakeholders. The broadband speed reaches up to 200Mbps, supported by ample Wi-Fi access points with password protection for secure connectivity.

Internet Upgradation Timeline:

Institutes always review the current needs and accordingly, internet bandwidth is upgraded from time to time.

In 2021, the internet speed was up to 50 Mbps, then upgraded to a 100 Mbps leased line from Tata Communication Ltd. in 2022, and further enhanced to 200 Mbps in 2024.

Year	Broadband Speed (MBPS)
2021-22	50
2022-23	100
2024-25	200

Networking Peripherals:

DIMR has a total of 15 managed & unmanaged switches networking switches provided by DLINK supporting a speed of 1 GBPS with a 05-CCTV DVR rack.

Software:

The institute has various software needed for academic purposes which include:

- Application Software like Tally ERP 9, and Quick Heal Antivirus pro advance.

- System software like Windows 10, Windows 11, Ubuntu,
- Open-source software like Python, R-Programming, Java, Microsoft Office, Adobe Reader, etc. is used in Computer Labs.
- Licensed software like Zoom platforms are used for conducting online lectures.

IP CCTV:

Equipped with 4 CCTV Cameras with 1080p HD display. The institute has an efficient CCTV surveillance system which consists of 35 Analog HD cameras installed throughout the campus.

Smart Board

DIMR Classrooms are equipped with 10 Smart Boards (Senses Intelligent, Panel 75” i5, Gen-10,8GB RAM, 1TB HDD

Attendance System:

Thumbbase One Devices ESSL for central monitoring of staff attendance is located near the office.

The Institute regularly updates its labs, Internet resources, and services to meet the demands of academic and research activities.

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

4.3.2

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

Response: 2.72

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

Response: 130

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 38.92

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
28.66714	46.83716	58.35815	41.57206	36.76975

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 71.97

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
274	276	178	143	125

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 60.62

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
199	124	133	141	242

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 77.87

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
131	89	64	91	93

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
151	106	116	106	122

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

5.2.2

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

Response: 2.26

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
2	0	0	1	0

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

5.3 Student Participation and Activities

5.3.1

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

Response: 6

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
2	2	0	1	1

File Description	Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 36.8

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
34	45	24	38	43

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

5.4 Alumni Engagement

5.4.1

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

Response:

DIMR Alumni play a vital role in contributing to the growth and success of the institute through various impactful initiatives and engagements. The DIMR Alumni serves as a dynamic platform for alumni to connect, collaborate, and contribute to the institute's development.

Mentorship and Networking

DIMR alumni act as mentors, sharing their expertise and offering valuable guidance to current students. They provide networking opportunities by organizing events, workshops, and seminars, enabling students to connect with industry professionals. These interactions often lead to internships, job placements, and mentorship opportunities, significantly enhancing students' career prospects.

Guest Speakers and Industry Insights

Alumni frequently participate as guest speakers, sharing their industry insights, experiences, and expertise with students. This enriches the learning experience and ensures that the curriculum remains relevant to real-world challenges.

Recruitment and Internship Opportunities

Alumni play a crucial role in recruitment drives, offering job opportunities to recent graduates and providing referrals within their professional networks. They also support the current batch of students by facilitating summer internship projects, live projects & practical experiences.

Upholding Traditions and Values

DIMR alumni uphold the democratic and inclusive traditions of the institute by organizing annual and periodic lectures and seminars. These events focus on themes that deepen understanding and appreciation of the institute's objectives and values. Alumni foster a close relationship between DIMR and the broader community, ensuring continuous engagement and support.

Academic and Professional Interaction

Alumni provide platforms for academic and professional interaction among DIMR alumni and students. By mobilizing resources for academic and career support, they create numerous opportunities for professional growth. Alumni highlight and spread the institute's achievements nationally through social media and other outreach programs, enhancing DIMR's reputation and visibility.

Cultural Inclusiveness and Community Building

The DIMR Alumni Association organizes social events such as alumni-student mixers, reunions, and informal gatherings. These events promote a sense of community and camaraderie among current students and alumni. By fostering cultural inclusiveness, the association strengthens the bond between the institute and its graduates.

Leadership and Ambassadorship

DIMR alumni play a pivotal role in connecting with institute leadership, faculty, and departments, as well as with current students. They serve as ambassadors for their alma mater, promoting its reputation and prestige within their professional and social circles. Positive word-of-mouth from satisfied alumni attracts prospective students and enhances the institute's credibility.

Guidance and Career Support

Alumni provide guidance, advice, and support to students as they navigate their academic and professional journeys. They share insights on topics such as resume writing, job searching, interview preparation, and career advancement, helping students develop essential skills and better understand the job market.

The contributions of DIMR alumni are invaluable in sustaining the reputation, growth, and success of the institute. By actively engaging in mentoring, networking, guest speaking, recruitment, and cultural activities, alumni create a symbiotic relationship with their alma mater. Their continuous support and involvement ensure that DIMR remains a leading institution in MBA education, fostering an environment of excellence and continuous improvement.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The Institute follows its Vision and Mission in carrying out its activities in all aspects. The vision and mission help in addressing the needs of the corporate world, students and society.

Vision

Inspiring change through quality education and values.

Mission

1. To equip future leaders with essential skills and strong ethical values.
2. To create a learning environment that encourages experiential and interdisciplinary learning.
3. To nurture entrepreneurial abilities.
4. To promote sustainable practices and environmental awareness.
5. To cultivate an inclusive and supportive educational community.

Institutional Governance through Decentralization and Participative Management

The Governance of the Institute is aligned to achieve its Vision and Mission which is reflected in the participative management practice and decentralization adopted by the institute. It comprises various Bodies/Cells and Committees viz Governing Body (GB), College Development Cell (CDC), Internal Quality Assurance Cell (IQAC), and Functional Committees.

The Governing Body is the highest decision-making authority and the leading force behind all the academic and non-academic endeavours of the Institute in order to sustain the requirements of all the key stakeholders.

The College Development Cell is actively involved in the preparation of the overall comprehensive development plan of the Institute concerning Academic, Administrative, and Infrastructural growth

The Internal Quality Assurance Cell facilitates the creation of a learner-centric environment fostering quality education and faculty involvement to adopt the required knowledge and technology for the

participatory teaching and learning process.

The functional committees are a representation of the Participative Management and Decentralization at the Institute. The Director of the Institute involves the faculty members, staff and students in planning and implementing academic and administrative activities.

Sustained Institutional Growth

The institute leadership is involved in governance in line with the vision and mission of the institute. It endeavours to attain sustained institutional growth through continuous participation in institute activities in accordance with the norms and processes laid down by SPPU, DIMR, and other concerned statutory authorities.

Perspective Plan

The focus areas in the prospective plan include the M. B. A. Prime program, M C A program, value-added & add-on courses. The Strategic and Perspective Plan of the institute also consists of starting various initiatives for Faculty Development, Students' Employability Enhancement, Augmentation of Research Activities, and Establishing Industry–Institute collaborations.

NEP Implementation

The institute ensures the implementation of NEP by following the practices and guidelines of SPPU and other Apex bodies. The institute encouraged faculty members to attend NEP workshops for smooth implementation in the institute. The institute practices experiential learning by providing industrial training, and expert training to M B A, and MCA students.

Experiential learning takes place while doing internships, management games, and outbound activities to help students gain practical perspective. Industry visits help them to gauge the functioning of a business enterprise firsthand. The institute facilitated a first-hand interaction with the Mumbai Dabba Wallas to understand their critical supply chain mechanism which helped students lucidly understand this critical area of management.

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

6.2 Strategy Development and Deployment

6.2.1

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

procedures, etc

Response:

Perspective Plan

The perspective/Strategic plan of the Institute is prepared to keep in view the attainment of the Vision and Mission of the institute. The perspective/strategic plan is approved by the Governing Body (GB) and implemented by the College Development Committee (CDC) and Functional Committees at the institute level. The plan becomes the basis for all the activities to be implemented during the span of the next five years and leads the institute towards ensuring incremental growth in all aspects.

The focus areas in the perspective plan include the M B A program, the M C A Program, and value-added and add-on courses. The Strategic and Perspective Plan of the institute also consists of starting various initiatives for Faculty Development, Students' Employability Enhancement, Augmentation of Research Activities, and Establishing Industry–Institute collaborations.

The perspective plan for the next 5 years broadly aims to follow milestones to be achieved progressively.

A. Academics and Evaluation

The institute endeavours to uphold good academic performance by inculcating learner-centric and effective teaching and learning processes. The institute strives to ensure transparency and credibility in the process of student evaluation.

B. Research and Development

The institute has a plan to encourage research culture among faculty and students and to fulfil the same DIMR has a plan to establish a “Research and Development” centre at the campus.

C. Value Added Courses

The institute envisages launching value-added and skill development programs for students to improve the employability of students.

D. Entrepreneurship

The institute proposes to motivate students to aim for self-employment and establish themselves as entrepreneurs.

E. Student Support

The institute promotes efficient and friendly administrative set-up to ensure smooth day-to-day functioning.

F. Faculty Development

The institute proposes to empower faculty members towards their professional and academic

advancement.

Organization Structure

The Institute has adopted a well-designed “Organizational Structure” defining the roles of all office bearers viz the Director, HOD, faculty members, placement officer and administrative staff. The structure defines the duties and responsibilities of the administrative and academic staff. The Institute functions within the rules and guidelines issued by SPPU and Shri Khanderai Pratishthan.

Services Rules:

The service rules like leave policy, weekly holiday, holidays, terms of employment, hours of work, office timings, travel rules, and the workload of faculty members and of all staff members are based on the statutes and norms of the affiliating University, Government of Maharashtra and Shri Khanderai Pratishthan.

Recruitment and Promotion Policy:

The recruitment process and promotional policy of the institute are in line with the norms and statutes of Savitribai Phule Pune University, AICTE and the Government of Maharashtra.

Committees

The Institute has appointed various committees such as the academic committee library committee, research committee and Internal Quality Assurance Committee to carry out the administrative and academic activities assigned to them.

Thus DIMR has developed an effective system to plan and manage all the academic and administrative functions to cope with the continuous changes, challenges, constraints and opportunities from time to time.

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

6.2.2

Institution implements e-governance in its operations

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

Response: B. 3 of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Performance Appraisal System

The institute has a performance appraisal system. Every year the performance appraisal is done to determine merit. The purpose of Performance Appraisal is to assess the performance of the faculty members against set goals and targets. Data generated is used:

- To determine increments
- To reward performance
- To identify training and development needs

Welfare of Teaching and Non-Teaching Staff

The welfare measures provided by the Institute include the following:

Welfare Measures

1. Various **leaves** are available to teaching and non-teaching staff as follows.

- Casual leave
- Earned leave
- Medical/Sick leave
- Study leave
- Special leave
- Maternity leave
- Vacation leave

2. The staff members both teaching and non-teaching members, are encouraged to undertake **higher education**. The institute supports faculty members for career progression such as providing NOC for pursuing an M.Phil./Ph.D.

3. The staff members have been provided with a **lift facility** for convenience. The female staff members can take the benefit of the sanitary dispenser machine installed in the institute. The institute has also provision of a sick room, medical facility and first aid medicine facility.

4. The institute has an incentive policy to support staff in attending/seminars/conferences/workshops.

5. The institute has the provision of fee concessions for the wards of staff

6. The provision for **employee provident fund** (EPF) for all employees.

7. The staff has been provided with an insurance facility.

8. The institute has a daycare facility for the wards of staff.

9. The selected staff members are provided mobile handsets with sim cards.

10. Uniform to non-teaching staff members.

11. The institute arranges **birthday celebrations** every month for all staff members who have a birthday falling in the subject month.

12. The Institute also organizes a **staff picnic** every year for the entire staff.

13. In-house canteen.

14. The staff members both teaching and non-teaching members, are encouraged to undertake **higher education**.

15. The institute promotes **yoga and spiritual sessions** to help staff and students to manage stress.

16. A separate **seating arrangement** for staff members has been provided in the library.

There is also a **grievance committee** that looks into the grievances of the employees. The Institute constitutes a **welfare committee** every year to look into the welfare activities of employees of the Institute.

Career Development

Management ensures the professional development of the faculty by arranging to send them to the Faculty Development Program regularly. The institute encourages faculty members to participate in seminars, symposia and management development programs. The Institute sanctions travel grants to its faculty for participating in FDPs outside Pune.

The institute provides a career advancement scheme to the faculty who acquired qualification as per rules and regulations. The faculty members aspiring to complete a Ph.D. are encouraged to attend Ph.D. coursework.

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

6.3.2

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

Response: 27.27

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
4	10	2	13	1

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

6.3.3

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

Response: 57.25

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
13	16	17	9	24

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
1	7	11	0	9

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The institute is affiliated with Savitribai Phule Pune University (SPPU) and conducts M B A and M C A programs. Every year prior to the commencement of the academic year an annual budget is prepared. Accordingly, funds are allocated towards various activities planned for the academic year. The regular fees amount paid by the students are deposited in the bank account of the institute.

The students get financial support from the Maharashtra Government through freeship and scholarships. The disbursal is as per the rules and policy framed by the government from time to time. The freeship/ scholarship amount from the government is credited to the respective students' account as per the information furnished by the institute for certain categories of students. In other cases, the amount is received by the institute as per the policy framed by the Government. Close monitoring is observed regarding the utilization of funds. As stated, in addition, the funds are generated through fees collected from the open category of students.

The institute also receives other grants from Savitribai Phule Pune University under the "Quality Improvement Program" for the purchase of equipment, and conduct of state-level workshops and national-level seminars.

In such cases of funded activities of SPPU, the prescribed purchase procedure is followed. The Institute accepts its responsibility for the appropriate utilization of released funds either in single or multiple instalments. Further, as per the guidelines of SPPU, the institute submits the audited report along with the activity report to the funding agency.

The institute has computerized its finance management system. The following software are being used by the institute:

- Tally 9 ERP

Optimal Utilization of Resources:

The institute resources like classes, and computer lab are rented out for various government examinations on holidays and Sundays. Thus the additional revenue is generated through such activities and also results in **optimal utilization of resources**.

Annual Budget and Financial Auditing

Every year, the income and expenditure budget is finalized after an elaborate exercise involving scrutiny of the budget figures of all the heads of Income and Expenditure. It is also ensured that the operating budget is adequate to cover all revenue expenses including day-to-day expenditure. The institute conducts internal and external financial audits regularly. The institute obtains the services of registered Chartered Accountants towards external audits. The accounts of the Institute are regularly audited by Internal as well as External Auditors and Statutory Auditors. The issues raised by the auditors are taken up with the respective departments for clarification/compliance. The report and audited statement are presented in the governing council meeting every year.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Formation of IQAC

The institute established an Internal Quality Assurance Cell in 2017. The Director of the institute is the chairperson of IQAC and looks after the establishment and implementation of quality processes. The quality policy serves as the standard document according to which the policies and their implementation are undertaken by various committees of the institute.

Contribution of IQAC

The IQAC of the institute is active and has taken initiatives to institutionalize quality assurance and developed strategies to establish best practices in the institute.

A. Teaching Learning Process

1. IQAC reviews teaching and learning processes periodically. It verifies the learning outcomes through student feedback and academic monitoring meetings. It identified the need to adopt interactive teaching methods and the use of visuals during classroom sessions. Hence it initiated the purchase of teaching and learning aids for all classrooms. The classrooms are equipped with audio-video players and also fitted with LED projectors used by faculty members as well as students for their presentations. The faculty uses case studies, design thinking, quizzes etc. to encourage interactions in the class.
2. The cell encourages quality up-gradation of faculty members through participation in faculty development programs/seminars/ national and international conferences. It grants leave and financial assistance and also encourages the faculty members to publish research papers /articles.

2. Structures and Methodologies in Operations

Few highlights of quality enhancement activities as per IQAC suggestions.

1. IQAC has suggested establishing a system to guide the students regarding the admission process through CAP. It was observed that many students fail to comprehend the accurate process of filing the CET forms and uploading and verifying documents on the DTE website. Therefore the institute has consistently undertaken the work of extending the support to students year after year through the assigned faculty and administrative staff members to guide the students.
2. The IQAC suggested the procurement of projectors for each class. Accordingly, the projectors were purchased and wall-mounted in each classroom and a white screen were installed. All faculty members use it for more effective teaching and learning experiences for students.
3. The IQAC suggested providing the internet to all computers for online video lectures. Speakers are also installed for the audio-visual programs in all classroom computers as well as the computer lab used by students.

3. Learning Outcomes at Periodical Intervals

As per the resolution passed in the IQAC meeting, the course files of all subjects indicate the Course Outcomes (COs) of respective subjects. The IQAC suggested the heads of the departments ensure that all the faculty members are discussing the COs during their first lecture. Bloom's taxonomy is used effectively in framing the internal question paper. IQAC also assures COs are properly mapped in question papers/CCE etc.

Apart from this the IQAC also aims to bring a balance between academic and extra-curricular activities in the institute to enhance the practical learning experience of the students. It also introduced extra and co-curricular activities through which a wide range of activities are conducted.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

DIMR is committed to fostering a healthy and inclusive working environment for both staff and students, ensuring the absence of gender discrimination. Since its inception, DIMR has been dedicated to upholding the principles of gender equality. This commitment is evident through various initiatives, such as appointing female faculty members to lead our MBA department and head several committees. We're proud of our diverse team, where more than half are women.

Year	Female Teaching Staff Count in %
2022-23	57
2021-22	43
2020-21	47
2019-20	57
2018-19	60

Gender sensitivity is reflected in the following measures also:

1. Safety and Security:

The anti-ragging Committee, Internal Complaints Committee, Grievance Redressal Committee, and other cells have been formed by DIMR to ensure and control regulations and smooth operations as per respective committee criteria.

- 24*7 Women Helpline Number to assist women in need in the campus: 7722027999
- 24*7 security guards in the campus
- In security staff, we have included both male and female security guards.
- Regular night patrols by security guards to ensure safety & security in the campus
- CCTV cameras deployed at various places in the institute.
- ID cards are issued to the students and staff to prevent the entry of outsiders into the college premises.
- Strict implementations of anti-ragging, anti-smoking rules inside campus.

- To ensure one step ahead, DIMR conducted a self-defence session as well.

2. Counselling:

The institute has counsellors to interact with the students with respect to prevention of harassment, talk on moral, ethical, and social behaviour. The faculty members of the college are also proactively engaged in counselling and mentoring of the students.

The sessions arranged on Gynaecological problems, personal hygiene, self-defence empower the female staff & students to eradicate any kind of gender discrimination.

3. Common Rooms:

DIMR places a strong emphasis on providing a comfortable and hygienic environment for our female students. We have established a dedicated common room equipped with mirrors, washroom facilities, first aid kits, and emergency medicines. Regular maintenance and cleanliness protocols are diligently observed to ensure optimal hygiene standards within the common room. Additionally, recognizing the unique requirements of our women students and faculty, we have set up a separate washroom equipped with essential amenities, thereby prioritising their privacy and comfort within the college premises.

4. Various activities and measures for the promotion of gender equity:

- Our institute celebrates International Women's Day regularly.
- DIMR celebrates International Men's Day as well.
- We have conducted Street Play on Gender Equity for the promotion of gender equity.
- To empower girls and boys, we have conducted a Self-defence session.
- To promote menstrual health and hygiene, we have conducted a Menstruation Hygiene Management session.
- DIMR celebrated Embrace Equity Digit All 2023 for the awareness of equity among stakeholders.
- We have conducted Street Play on Social Issues as well.
- To promote gender equity, DIMR organised Free Health Check-Up Camp for all male and female staff and students.
- To promote health and significance; DIMR celebrates International Yoga Day regularly.
- We conducted a Social Awareness Program as well.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

The institute has always made utmost efforts to promote harmony and inclusive culture on the campus which resonates out through various activities conducted by the institute and also carried along by the students and staff through their wholesome, harmonious, empathetic, compassionate, considerate, rational thinking personas.

We at DIMR ensure that there is no disparity and a clear transparency is maintained while communicating things with the students and other stakeholders irrespective of their gender, faith, caste, creed, regional identity, language, culture, community, socio-economic background, etc.

•Efforts/ initiatives in providing an inclusive environment:

Enough freedom is given to the students and staff members to respect and follow their faith, customs, cultures, and traditions. We follow unbiased and non-discriminating procedures right from the moment of the start of the academic session and during the admission process, counselling, etc.

Cultural & Regional Events and Celebration of Anniversaries of Great Personalities:

The institute goes one step ahead by regularly organising various events and activities promoting harmony for example celebration of the festivals of Diwali, Dahi-handi, Makar Sankranti, Ganesh Utsav, Christmas, etc. We celebrate birth anniversaries of great personalities such as Chhatrapati Shivaji Maharaj Jayanti, Chhatrapati Shivaji Maharaj Jayanti, Rajmata Jijau Jayanti, Dr. Babasaheb Ambdekar Jayanti, Mahatma Gandhi Jayanti, Swami Vivekananda Jayanti, Dr. APJ Abdul Kalam Jayanti etc, with

great enthusiasm.

Social Activities:

The institute participates in various programs related to social issues, e.g., Blood Donation Camp, Donations to Old-age Homes, Donations to Orphanages, etc. Also, students and faculties of DIMR collected funds, and donations in the form of cloths, grains, blankets, etc., and extended support for the Sangli Kolhapur Flood Relief Donation Drive & Kerala Flood Relief Donation Drive. The Institute organises sessions like “International Day against Drugs” and “Anti-Drug Awareness Session” to educate students about the dangers of drug use, and the importance of staying drug-free.

Linguistic Efforts:

We at DIMR, recognise the importance of languages and actively celebrate occasions such as Hindi Bhasha Divas and Marathi Bhasha Gourav Din. The students from other states having different mother tongues like Hindi, Bengali, Punjabi, Assamese, Telugu, Kannada, and Malayalam have gelled well in the DIMR culture and developed themselves under the DIMR umbrella.

- **Sensitization of students and employees to the constitutional obligations:**

The institution sensitises the students and employees to the constitutional obligations about values, rights, duties, and responsibilities and constantly works upon to nurture them as better citizens of the country through various activities. We at DIMR conducted various activities to foster constitutional obligations in students and employees such as the distribution of electoral slips, conducting “Mera Pehla Vote Desh Ke Liye” programs, New Voter Registration Campaign, etc. We celebrate Independence Day, Republic Day & Constitution Day as well with great enthusiasm.

We have included subjects such as Human rights, Introduction to cyber security, Introduction to the constitution, Indian ethos, and business ethics in our syllabus. We have also displayed “The Preamble to the Constitution of India” on our campus.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1

1. Title of the Practice: "Social Spark: Igniting Change Together"

2. Objectives of the Practice:

- To foster a culture of social responsibility and community engagement among stakeholders.
- To address pressing social issues through targeted initiatives and campaigns.
- To empower individuals within the institution and surrounding communities to become agents of positive change.

3. The Context:

- In line with our institution's commitment to holistic education, we recognize the importance of engaging with society beyond academic boundaries.
- Our institution is committed to fostering compassionate leaders and engaged citizens.
- The inception of "Social Spark" stems from this dedication to societal betterment.
- These initiatives aim to instil values of empathy, citizenship, and social justice among stakeholders.

4. The Practice:

Visits to Social Institutions:

Organizing regular visits to orphanages, old age homes, and charitable organizations to provide companionship and care, fostering empathy among participants.

Awareness Campaigns:

Conducting campaigns on road safety, drug abuse prevention, and traffic awareness to educate and empower community members.

Disaster Relief Fundraising:

Mobilizing resources and raising funds for regions affected by natural calamities, demonstrating solidarity and humanitarian aid.

Medical Donation Drives:

Organizing blood and medicine donation drives to support healthcare access for the underprivileged, promoting wellness and saving lives.

Environmental Conservation Efforts:

Undertaking tree plantation drives to promote sustainability and ecological balance.

Festival Celebrations with Orphanages:

Celebrating festivals with orphanages to create moments of joy and emotional support among orphaned

children.

EduYouth Meet: Drug-Free India Campaign:

Conducting awareness campaigns and workshops to empower youth to make informed choices and lead drug-free lives.

Marathons:

Organizing running events to promote health, fitness, and community spirit.

Shelters for Birds:

Erecting shelters and birdhouses on campus to provide habitat for local birds, contributing to biodiversity conservation

RakshaBandhan Celebration with Trees:

Celebrating VRUKSHA-Bandhan by tying rakhis to trees, symbolizing the bond between humans and nature.

5. Evidence of Success:

Positive Feedback:

Feedback from beneficiaries, community partners, and external stakeholders reflects the positive impact of the "Social Spark" initiative. Testimonials and stories of impact attest to meaningful connections and tangible benefits for communities.

Recognition and Awards:

The initiative has received recognition and awards for its innovative approach and impactful outcomes. This external validation underscores its success in igniting positive change.

6. Problems Encountered and Resources Required:

- **Logistical Challenges:** Organizing large-scale community engagement activities poses logistical challenges, including venue arrangements and transportation logistics. Adequate resources and efficient planning are required to address these challenges effectively.
- **Resource Constraints:** Limited financial resources, manpower, and infrastructure present challenges in sustaining and expanding the initiative. Securing funding, recruiting volunteers, and acquiring necessary materials are essential.
- **Community Engagement:** Overcoming community apathy requires targeted outreach efforts, awareness campaigns, and relationship-building initiatives. Building trust and fostering inclusivity are vital.

- **Sustainability:** Ensuring long-term sustainability requires continuous evaluation, adaptation, and innovation. Establishing partnerships, leveraging technology, and developing scalable models are key strategies.

Best Practice 2

1. Title of the Practice: "Comprehensive Placement Initiatives: Bridging Academia and Industry for Students across Institutions"

2. Objectives of the Practice:

This practice aims to conduct comprehensive placement activities, encompassing job placement campus drives and Summer Internship Program placement drives, to facilitate career opportunities for students across various institutions. By inviting companies from diverse industries and welcoming students from other institutes, the practice aims to bridge the gap between academia and industry, enhance students' employability, and provide valuable real-world experience. The underlying principle is to create a dynamic platform that connects students not only to our institute but also to other institutes. By extending invitations to students from neighbouring institutions, we aim to foster collaboration, diversity, and inclusivity in the academic and professional spheres.

3. The Context:

In the dynamic landscape of higher education and employment, providing access to diverse career opportunities and practical experiences is crucial. Recognizing this need, our institution initiated comprehensive placement activities to cater to students' diverse needs and aspirations, emphasizing the value of diversity, networking, and equal opportunities.

4. The Practice:

The comprehensive placement initiatives encompass two main activities: job placement campus drives and Summer Internship Program placement drives.

A. Job Placement Campus Drives:

These drives occur periodically throughout the academic year, inviting companies from various industries. Companies are chosen based on reputation, job offerings, and alignment with students' career interests and academic backgrounds.

Advantages to Students:

- Exposure to diverse job opportunities and industry professionals.
- Showcase of skills directly to potential employers.

Advantages to Companies:

- Access to talented students from a reputable institution.

- Streamlined recruitment process, saving time and resources.

B. Summer Internship Program Placement Drives:

These drives target MBA students after their first year. Companies offer summer internships, providing practical experience and industry exposure. Students choose internships based on interests, exploring diverse career paths and gaining insights into industries. Invitations extend to neighbouring institutes for participation.

Advantages to Students:

- Hands-on real-world experience.
- Exploration of career paths.
- Networking with professionals.
- Development of essential skills.

Advantages to Companies:

- Access to motivated interns.
- Identification of potential future employees.
- Cost-effective solution for short-term projects.

5. Evidence of Success:

High participation rates from both students and companies across diverse industries.

Positive feedback from both students and companies regarding the quality of talent and the effectiveness of the recruitment and internship placement processes.

6. Problems Encountered and Resources Required:

Some challenges encountered during the organization of comprehensive placement initiatives include coordination and logistics management, resource constraints, and ensuring equal opportunities for all students. Additional resources such as dedicated staff members for placement coordination, increased marketing and outreach efforts, and enhanced logistical support may be required.

7. Notes:

To facilitate the adoption and implementation of this best practice in other institutions, recommendations include fostering partnerships with industry stakeholders, providing comprehensive support services for students of other institutions as well, and continuously evaluating and adapting placement initiatives based on feedback from stakeholders.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Institutional Distinctiveness: Holistic Development of Students at DIMR

DIMR firmly believes in a holistic approach to student development, acknowledging that it encompasses more than just academic success. We prioritise nurturing their **intellectual growth** alongside instilling values of **social responsibility and empathy, promoting environmental consciousness and sustainability**, fostering an appreciation for our rich **historical and cultural heritage**, and ensuring the well-being of **physical and mental health**. By embracing these dimensions, we aim to cultivate well-rounded individuals equipped not only with academic knowledge but also with the critical thinking skills, curiosity, and creativity necessary for robust intellectual development.

- **Intellectual Development:**

At DIMR, we are deeply committed to nurturing the intellectual growth of our students. Our academic curriculum is designed to be rigorous, offering ample opportunities for honing critical thinking, problem-solving, and research skills. Encouraging an environment of intellectual curiosity and creativity, our esteemed faculty members continuously challenge students to explore novel concepts and diverse perspectives. In addition to a robust curriculum, we enrich the learning experience through a plethora of activities. Our students benefit from a **series of guest lectures, workshops, and industry visits** that expose them to real-world scenarios and industry best practices. These engagements not only broaden their understanding but also foster interdisciplinary learning by integrating insights from various fields. Moreover, we emphasise **experiential learning**, recognizing its profound impact on knowledge retention and skill development. Through hands-on experiences and practical applications, students gain invaluable insights that complement theoretical learning. **Individual and group presentations** further refine their communication and presentation abilities, preparing them for professional endeavours in the dynamic global landscape.

- **Social Responsibility and Empathy:**

At DIMR, we prioritise social responsibility and empathy, understanding the importance of giving back to our communities. Through visits to **various orphanages and old age homes**, we aim to spread joy

and provide support to those in need. Additionally, our commitment to **blood donations & medicine donations** underscores our dedication to saving lives and contributing to public health. Furthermore, we extend our assistance to areas affected by natural disasters, such as the **Sangli Kolhapur and Kerala floods**, by providing donations to support relief efforts.

Moreover, we actively engage in raising awareness on critical issues such as **cancer through marathons**. Our participation in the **Drug-Free India Campaign** reflects our dedication to combating substance abuse and promoting a healthy lifestyle. Additionally, our **Traffic Awareness Campaign** endeavours to enhance road safety and reduce accidents through education and advocacy.

- **Environmental Awareness and Sustainability:**

At DIMR, we prioritise environmental awareness and sustainability, recognizing our responsibility to protect the planet for future generations. We actively engage in **tree plantation activities both on and off campus**, contributing to green spaces and biodiversity conservation. Additionally, we promote **habitat preservation by installing birdhouses** and fostering ecosystems that support local wildlife.

Furthermore, we actively participate in the **Swachhata Abhiyan**, emphasising cleanliness and waste management to maintain a healthy environment. Our involvement in **Vrukshabandhan**, where we celebrate Rakshabandhan with trees, highlights our commitment to nurturing and preserving nature as an integral part of our cultural celebrations. Additionally, we embrace **eco-friendly practices during festivals such as Ganesh Chaturthi**, ensuring that our celebrations minimise environmental impact and promote sustainability.

- **Physical & Mental Health Development:**

At DIMR, we recognize the integral role of physical and mental well-being in the holistic development of our students. With this understanding, we prioritise activities that promote physical fitness, endurance, and agility, ensuring our students lead healthy lives. One cornerstone of our approach is the celebration of **International Yoga Day**, where students delve into the ancient practice of yoga. Additionally, regular **visits to historical forts** provide immersive experiences that connect students with our cultural heritage, enriching their understanding of history while promoting physical activity.

Furthermore, our vibrant physical development program features **sports days and various sports activities**. These events not only offer opportunities for students to engage in recreational activities but also cultivate teamwork, sportsmanship, and leadership skills. Moreover, we recognize the therapeutic benefits of music and offer **music therapy sessions for stress management**, contributing to students' overall well-being.

To support these endeavours, we provide state-of-the-art facilities including a **playground** and an **open gym**, ensuring students have access to the resources necessary for physical development. At DIMR, we are committed to nurturing not only the minds but also the bodies of our students, fostering a holistic approach to education and personal growth.

- **Historical and Cultural Appreciation:**

This dimension centres on understanding, preserving, and celebrating the rich tapestry of **history and culture**. **Visits to historical forts** offer immersive experiences that connect individuals with the past, allowing them to appreciate the architectural marvels, strategic significance, and stories embedded within these structures. In addition to fort visits, engaging in various cultural activities further enriches this dimension. **Participating in cultural festivals, such as Diwali, Makar Sankranti, and Ganesh Utsav, Dahi-Handi** provides opportunities to celebrate and experience the vibrancy of cultural traditions firsthand. We have celebrated **Christmas** with Saraswati Shikshan Anath Ashram (Orphanage) as well. We celebrated **Rakshabandhan** with Trees and we named it, **Vrukshabandhan**.

Historical and cultural appreciation thus becomes integral to holistic development, nurturing individuals' sense of connection with their past and shaping their understanding of the world around them.

At DIMR, we believe that education is not just about acquiring knowledge but also about cultivating values and fostering a sense of responsibility towards society and the environment. **Through our holistic development initiatives, we are preparing our students to become responsible citizens who will make a positive impact in their communities and the world at large.** By instilling values of integrity, compassion, and social responsibility, we empower our students to lead purposeful lives and contribute meaningfully to the betterment of society.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

Dnyansagar Institute of Management & Research (DIMR) is approved by AICTE - New Delhi, affiliated to Savitribai Phule Pune University, and recognized by the Government of Maharashtra, demonstrating its dedication to igniting the lives of students through quality education. DIMR offers a two-year MBA program with an intake of 180 seats, as well as an MCA program with 120 seats.

Concluding Remarks :

Dnyansagar Institute of Management & Research (DIMR), established in 2008 under the umbrella of Shri Khanderao Pratishthan (SKP), is committed to fostering academic excellence and holistic development among its students. Offering postgraduate programs in MBA and MCA, DIMR places a strong emphasis on comprehensive learning and personal growth. The institute actively participates in hosting various events such as competitions, FDPs, seminars, workshops, sports, and cultural activities, enriching the overall development of its student community.

Furthermore, DIMR prioritizes faculty development and encourages contributions to prestigious national and international journals. The institution remains steadfast in supporting the academic advancement of its faculty and non-teaching staff, promoting pursuits like Ph.D. degrees and NET/SET qualifications.

Moreover, DIMR provides mentorship to student's preparing for corporate world guided by a faculty team that includes 13 Ph.D. holders. Located in the prime area of Balewadi High Street, Pune, DIMR prides itself on nurturing a welcoming and liberal environment that supports academic and personal growth. The dedication of the talented faculty and visionary management sets DIMR apart within the academic landscape of the city.

Embracing its journey, DIMR acknowledges both the obstacles faced and the opportunities encountered along the way. Every member of the DIMR community shares a steadfast commitment to positively impacting students' lives and guiding them towards excellence in their endeavors. With a shared sense of purpose, the entire DIMR community works collaboratively towards propelling the institution to unprecedented levels of success on the global platform.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p>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)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :46</p> <p>Remark : DVV has made the changes as per shared data template document by HEI .</p>																																								
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>203</td> <td>199</td> <td>118</td> <td>134</td> <td>129</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>180</td> <td>180</td> <td>118</td> <td>134</td> <td>129</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>180</td> <td>180</td> <td>180</td> <td>180</td> <td>180</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>180</td> <td>180</td> <td>180</td> <td>180</td> <td>180</td> </tr> </tbody> </table> <p>Remark : DVV has made necessary changes</p>	2022-23	2021-22	2020-21	2019-20	2018-19	203	199	118	134	129	2022-23	2021-22	2020-21	2019-20	2018-19	180	180	118	134	129	2022-23	2021-22	2020-21	2019-20	2018-19	180	180	180	180	180	2022-23	2021-22	2020-21	2019-20	2018-19	180	180	180	180	180
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180	180	180	180	180																																					
2.1.2	<p>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</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19																																			
2022-23	2021-22	2020-21	2019-20	2018-19																																					

65	55	47	51	44
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
65	55	47	51	44

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
76	76	76	76	77

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
82	83	83	97	86

Remark : DVV has made necessary changes

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
39	13	24	31	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	8	10	16	2

Remark : DVV has made necessary changes as per prescribed format shared by HEI and values have been downgraded as we have followed the calendar year (JAN-DEC) and has considered publication under UGC Care

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
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19	10	9	33	15
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	8	7	17	5

Remark : DVV has made changes as per prescribe format shared by HEI and values have been downgraded due to repetitive ISBN Number

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	12	8	12	17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	7	8	8	12

Remark : DVV has made the changes as per shared data template document by HEI.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has selected the B. 3 of the above as per shared supporting document by HEI .

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations