



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

DR D Y PATIL SCHOOL OF MANAGEMENT

**DR D Y PATIL KNOWLEDGE CITY, CHARHOLI BK., VIA LOHEGAON,
412105**

www.dypsom.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Dr. D. Y. Patil School of Management (DYPSOM) was established in July 2010, Located at Charholi Bk., Via Lohegaon, Pune approved by All India Council for Technical Education (AICTE) New Delhi, as per Letter No. F. No. West/1-3847411/2010/New Dated 13/07/2010, and Directorate of Technical Education (DTE) Government of Maharashtra. The institute is affiliated with Savitribai Phule Pune University (SPPU) via letter No. CA/4655 Dated 15/12/2010. The Institute offers an MBA program with intake of 180 students. DYPSOM has approved PhD Research Centre affiliated to Savitribai Phule Pune University in the faculty of Commerce and Management (Management Science) from 2014 vide Letter No. CA/8124 Dated 09/09/2014. The institute is a self-financed private organization provides Co-education. Our Institute was Accredited by NAAC in 1st Cycle with Grade B in 2018.

Dr D Y Patil Educational Enterprises Charitable Trust plays a vital role in policy formulation, implementation, coordination, and resource provision. The academic council adheres to the rules and regulations of Savitribai Phule Pune University. Our Internal Quality Assurance Cell (IQAC) is dedicated for maintaining and upgrading quality standards.

DYPSOM adopts a student-centric approach for inclusive development, making it the most preferred management institute in the Pune region of Maharashtra. We continuously strive to enhance the quality of our institute, encompassing teaching, curricular, and co-curricular activities. This commitment ensures that our students significantly contribute to national development and the betterment of humanity. Our well-qualified and experienced faculty members impart knowledge to strengthen the competencies of our students. The institution is committed to imparting quality education to achieve its vision and mission.

Vision

DYPSOM aspire to be a frontrunner in managerial education at national level by making students methodically superior and ethically strong having enterprise spirit with an inclusive mindset.

Mission

We are committed to provide wholesome education in management to enable aspiring students to utilize their fullest potential and become professionally competent by providing:

- Well qualified, experienced, and professionally trained faculty
- State-of-the-art infrastructural facilities and learning environment.
- Encouraging environment for research and development.
- Delight to all stakeholders.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Strong Academic Reputation among stakeholders
- Student Centric Approach
- Well-qualified and experienced faculty members
- State of the art Infrastructure with modern ICT facilities
- Research Centre with adequate facilities for researchers
- Functional IQAC with established mechanism
- Providing Financial Support to Teaching and Non-Teaching Staff for attending training and development programmes
- Diverse collection of resources in Library
- Imparting cultural and ethical values among students through socio economic activities
- Inculcating Entrepreneurial culture among students
- Cultural and Sports Facilities
- Effective Governance and Leadership
- An all-inclusive environment
- Green Campus
- Meaningful extension and outreach activities
- Good Alumni Connect
- NEP Preparedness

Institutional Weakness

- Research Publications needs to be improved
- Motivate students for competitive examinations
- A modest international exposure to faculty members

Institutional Opportunity

- International collaboration with foreign institutions
- Revenue generation through consultancy
- Improvement in intellectual property rights
- Seeking autonomy in academics
- Strengthening Incubation Centre

Institutional Challenge

- Coping up with changing regulatory frameworks and regulations

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Introduction

This criterion assesses the quality and relevance of curricular aspects to ensure they align with educational goals and promote comprehensive student development effectively.

Curricular Planning and Implementation

Dr. D Y Patil School of Management, affiliated with Savitribai Phule Pune University, ensures effective curriculum planning and delivery through a meticulous and documented process. The institution strictly adheres to the university's curriculum, with faculty planning and delivering courses in line with SPPU guidelines. The IQAC prepares an academic calendar that includes academic planning and implementation guidelines as well as extracurricular, extension and outreach activities etc. Industry-focused teaching and regular evaluations are integrated to enhance learning outcomes. The mentorship program provides personalized support to students, covering academic, personal, and career guidance. Emphasizing holistic education, the institution blends curricular and extracurricular activities to foster comprehensive student development and community engagement, demonstrating a commitment to academic excellence and practical skill acquisition for future careers.

Academic Flexibility

30 certificate/value-added courses where students have enrolled and successfully completed over the last five years. 79.53% students have enrolled for the value-added courses.

Curriculum Enrichment

Our institute integrates crosscutting issues relevant to professional ethics, gender, human values, environment, and sustainability in its curriculum, designed in collaboration with Savitribai Phule Pune University. Courses like Professional Ethics, CSR & Sustainability and Indian Ethos & Business Ethics are essential components of the MBA program, embedding professional ethics education. The institution raises awareness through campaigns on environmental issues, eco-friendly waste disposal, and solar energy use. Celebrating events like International Yoga Day and Women's Day reinforces students' moral, ethical, and social values. This holistic approach ensures students are well-prepared to address these critical issues in their personal and professional lives.

In the latest completed academic year 2022-23, 46.63% of students had undertaken project work, field work, or internships.

Feedback Mechanism

DYPSOM collects feedback on its academic performance and ambience from various stakeholders, viz.

students, teachers, employers, and alumni. This feedback has been analyzed, and the action taken report is made available on the institutional website and the same has been communicated to relevant bodies.

Teaching-learning and Evaluation

Introduction

Dr. D Y Patil School of Management excels in teaching, learning, and evaluation through innovative methodologies, continuous assessments, personalized mentoring, and a commitment to academic excellence and student development.

Student Enrolment and Profile

- The student enrolment percentage is 96.15%, reflecting a strong ratio of sanctioned seats to filled seats year over year.
- The percentage of seats filled against reserved categories (SC, ST, OBC, etc.) as per applicable reservation policy for first-year admissions over the last five years is 52.59%. This indicates favourable adherence to reservation guidelines.
- The student-to-full-time-teacher ratio for the academic year 2022-23 is 22.73 students per full-time teacher.

Teaching Learning Process

DYPSOM employs student-centric methods like experiential learning, participative learning, and problem-solving methodologies to enrich learning experiences. These are complemented by ICT-enabled tools such as multimedia classrooms with LCD projectors, LAN connections, and mobile apps like KOHA for library access. Faculty utilize advanced teaching aids like PowerPoint, videos, and simulations to enhance lectures. The curriculum emphasizes hands-on learning through internships, industrial visits, seminars, and practical problem-solving tasks, aimed at nurturing holistic development and managerial skills among MBA students.

Teacher Profile and Quality

The teacher profile and quality at the institution are measured by two key indicators: the percentage of full-time teachers against sanctioned posts, which has consistently been 100% over the last five years, and the percentage of full-time teachers holding NET/SET/Ph.D. degrees, which stands at 42.86% during the same period, considering only the highest degree attained.

Evaluation Process and Reforms

The internal assessment mechanism at our institution ensures transparency and efficiency. Led by an Examination Cell, it coordinates internal and external examinations, handles grievances, and oversees evaluation processes. Faculty engage students early in the semester to clarify assessment methods. Grievances regarding internal assessments are addressed promptly by faculty members and department head. At the institute level, the CEO and senior supervisors manage university exam logistics and grievance resolution. University-level grievances, including reevaluation requests and certification issues, are managed through designated exam sections, ensuring a fair and accountable process for all students.

Student Performance and Learning Outcomes

DYPSOM is affiliated to SPPU, aligns its curriculum with COs and POs, prominently displayed for clarity. Each course integrates Bloom's Taxonomy to define learning objectives and ensures CO-PO attainment through rigorous evaluation methods. Emphasizing critical skills like problem-solving and ethical decision-making, DYPSOM prepares students for global challenges. Evaluation via internal assessments, university exams, and student surveys guarantees the achievement of learning goals, fostering readiness for professional success and societal impact.

From 2018-19 to 2022-23, the student pass percentage is 91.73%, calculated by comparing the number of final-year students who passed the university examination annually to those who appeared for it.

Research, Innovations and Extension

Introduction

This criterion assesses the institution's performance in research, innovation, and extension activities, pivotal for academic excellence and societal impact.

Resource Mobilization for Research

DYPSOM received INR 15.35 lakhs in grants from government and non-governmental agencies for research projects and endowments from 2018-19 to 2022-23.

Innovation Ecosystem

The institute fosters an innovative ecosystem with a robust research center, international patents, and an incubation center. It emphasizes Indian Knowledge System through specialized subjects on ethics and spirituality, complemented by seminars with ISKCON. Noteworthy achievements include organizing state-level management seminars and developing extensive community outreach programs. The institute also prioritizes Intellectual Property Rights (IPR) education, resulting in several patents, including contributions from students. It actively supports entrepreneurship with an incubation center, fostering leadership skills and entrepreneurial competencies among students.

A total of 42 workshops, seminars, and conferences, including those on Research Methodology, Intellectual Property Rights (IPR), and entrepreneurship, were conducted during the years 2018-19 to 2022-23.

Research Publications and Awards

Each teacher published an average of 2.93 research papers in journals listed on the UGC CARE list and it is increasing to maintain the research culture in the institute. On an average, each teacher published 1.22 books/chapters in edited volumes and papers in national/international conference proceedings over the last five years.

Extension Activities

DYPSOM's 50 extension and outreach initiatives from 2018-19 to 2022-23 encompass a diverse array of programs aimed at holistic student development and community welfare. These efforts include activities such as elderly support with donation drives and technology assistance, health awareness campaigns like AIDS and COVID-19 awareness, and educational programs for financial literacy and women's empowerment. Environmental sustainability initiatives and support for the needy further underscore the institution's commitment to fostering community engagement, social equity, and student leadership.

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

DYPSOM has received recognitions for its unwavering dedication to holistic development, community engagement, and service-based learning through extensive outreach initiatives from Government and Government Recognized bodies.

Collaborations

During the last five years, DYPSOM has established 21 operational MoUs/linkages with institutions and industries in India. These partnerships facilitate internships, on-the-job training, project work, student and faculty exchanges, as well as collaborative research endeavors, enriching educational experiences and fostering global learning opportunities.

Infrastructure and Learning Resources

Introduction

The institution emphasizes high standards across various criteria, notably infrastructure and learning resources.

Physical Infrastructure

The institution provides robust facilities for teaching and learning, adhering to AICTE and university norms. The 10,888.88 square meters campus includes well-ventilated classrooms with LCD projectors, a fully equipped computer lab, and a seminar hall. It has 112 computers with high-speed internet and a digital library using KOHA software. ERP software streamlines administrative processes. Cultural facilities include an auditorium and an open-air theatre. Sports amenities feature extensive indoor and outdoor facilities, including a gymnasium and yoga center. Accessibility features like elevators and ramps are available, with CCTV ensuring campus security.

Infrastructure Augmentation

26.05% of the expenditure over the last five years has been allocated to infrastructure development and augmentation, excluding salaries.

Library Facilities

The DYPSON Library, automated with Koha, offers comprehensive modules like acquisition, cataloguing, and circulation, along with a mobile app for remote access. The collection includes over 6,008 books, 373 CDs, 750 project reports, 1,074 e-books, and 241 journal volumes. Subscriptions include 26 print journals, J-Gate, and EBSCO databases. The library promotes reading culture through various activities and services such as webinars, book exhibitions, and e-resources, receiving excellent feedback over the past decade.

IT Facilities

The computer lab at the institution is equipped with 100 high-end PCs (8GB RAM, 500GB HDD) and supported by 500 Mbps and 1 Gbps internet lines. The campus features 15 printer/scanners, LCD projectors in classrooms, and a 120 Kva UPS for power backup. Internet connectivity includes a 1000 Mbps lease line, with 10 password-protected Wi-Fi access points serving over 500 students. The network is secured with XGS 5500 firewall devices and HP 24-port switches. The campus has intercom facilities and servers housed in three server rooms with fire extinguishers. Software resources include MS Office, Tally ERP 9, and research tools like Zotero and Mendeley. The facility also includes IP CCTV cameras and an ERP system for academic and administrative management.

Student Computer Ratio

The student-to-computer ratio for the latest completed academic year is 3.41.

Maintenance for Campus Infrastructure

The percentage of expenditure incurred on maintaining physical facilities and academic support facilities, excluding the salary component, over the last five years is 61.85%.

Student Support and Progression

Introduction

This criterion assesses Student Support and Progression by evaluating institutions' academic counseling, financial aid, skill development, and alumni engagement, ensuring holistic growth and career readiness.

Student Support

71% of students have benefitted by scholarships and free ships provided by government and non-government agencies as well as by the Pushpalata Scholarship Scheme by our own institution during the last five years.

To enhance the holistic development and increase the employability of the students various skill development programs are organized by the institute. To equip the students with the latest technological advancement various capacity development workshops on data analytics, big data, power BI etc. were conducted.

50.84% of students at the institute have benefitted from guidance for competitive exams and career counselling programs.

DYPSOM adopted and ensures a safe and robust learning environment. The institute has effective grievance redressal mechanism in place for prevention of sexual harassment, ragging, resolving the grievances of students related to higher education and unravelling the concerns of the faculty and staff members.

Student Progression

Placements are an integral part of DYPSOM and 63.25% of students are placed in the academic year 2018-19 to 2022-23.

Student Participation and Activities

DYPSOM is proud of the achievement of the students, notably 41 students have been awarded for outstanding performance in several sports and cultural activities at university, state and national level during the last five years.

Cultural activities provide students' opportunities to express themselves, build confidence, develop social skills that are essential for their development, and it is important to consider them as a crucial part of the education. These activities help students develop a range of skills and knowledge in different contexts and more importantly, allow them to learn about themselves. To bring at par excellence our students have participated in 157 events conducted by DYPSOM and other institutions.

Alumni Engagement

DYPSOM has a Registered Alumni Association which fosters lifelong connections with alumni. DYPSOM organizes annual alumni meets to foster connections between former students and the institute. These events provide a platform for alumni to share their professional & entrepreneurial experiences and insights with current students. Interactive sessions and motivational talks by alumni help guide students in their career paths. The meetings also serve as networking opportunities, strengthening the bond between alumni and the institute.

Governance, Leadership and Management

Introduction

This criterion evaluates the institution's governance, leadership, and management to ensure effective administration and strategic direction.

Institutional Vision and Leadership

DYPSOM aims to lead in managerial education by fostering methodical and ethical strength. It ensures quality education through qualified faculty, advanced facilities, and research opportunities. Governance aligns with its vision and mission, facilitated by various committees, promoting NEP implementation, sustained growth, and inclusive decision-making to support students and stakeholders.

Strategy Development and Deployment

DYPSOM ensures quality through a strategic plan emphasizing resource optimization, wellness, entrepreneurship, transparent reporting, and student involvement. Institutional effectiveness is driven by policies, administrative setup, and adherence to regulations from SPPU, AICTE, and DTE. Efficient governance, consistent procedures, and regular reviews ensure timely task completion and adaptability, fostering a culture of excellence and stakeholder trust.

DYPSOM implemented e-governance in its operations, encompassing administration, finance and accounts, student admission and support, and examination processes.

Faculty Empowerment Strategies

Our institute empowers its staff with a performance appraisal system and welfare measures. Teaching staff benefits include EPF, gratuity, registration fees for conferences, intercampus facilities, tuition fee concessions, various leave policies, and health checkups. The organizational culture fosters career development and progression aligned with the institution's vision and mission.

DYPSOM has a policy to provide financial support to teachers. 65.48% of teachers received financial support

to attend conferences, workshops, and for membership fees of professional bodies during the last five years.

The percentage of teaching and non-teaching staff participating in FDPs, MDPs, and professional/administrative training programs over the last five years is 69.37%.

Financial Management and Resource Mobilization

Dr. D. Y. Patil School of Management has strategies for mobilizing and utilizing resources and funds from various sources. Financial audits are conducted regularly. The accounts department manages budgets, monitors expenses, and ensures financial compliance. Funds are utilized as per requirements, promoting optimal resource use. Internal and external audits are performed for accountability.

Internal Quality Assurance System

The Internal Quality Assurance Cell (IQAC) ensures quality education by reviewing teaching processes, outcomes, and methodologies. It implements initiatives like OBE, audits, soft skill training, and stakeholder feedback.

The institution's quality assurance initiatives encompass regular IQAC meetings, proactive implementation of improvement measures, collaborative efforts with other institutions, and adherence to recognized quality audits and accreditations by state and national bodies like NAAC.

Institutional Values and Best Practices

Introduction

Dr. D Y Patil School of Management (DYPSOM) promotes sustainability, inclusivity, and ethics through social responsibility, gender sensitization, and green campus initiatives.

Institutional Values and Social Responsibility

DYPSOM fosters an inclusive, ethical work culture, offering equal opportunities regardless of gender, caste, or religion. Safety and well-being are ensured through CCTV surveillance, separate girls' hostels, and anti-ragging initiatives. A Gender Audit promotes gender equity, and programs on women's safety and equity are prioritized. Facilities like common rooms, a health center, and counseling services support gender sensitivity. Female students and staff are encouraged in leadership roles, and the curriculum includes topics on equity and sensitization. Students and faculty members are motivated to attend gender-related programs organized by other institutes.

Facilities and Initiatives for Green Campus, Sustainability, and Others

DYPSOM is committed to sustainability and inclusivity with alternative energy sources like solar panels and energy-saving devices such as LED lights and energy-efficient photocopiers. Waste management includes biogas plants, segregated dustbins, and a bio compost pit. Water conservation is addressed through rainwater harvesting systems. The campus features lush landscaping and a greenhouse, and ensures accessibility for all with ramps, lifts, and specially designed washrooms for differently-abled individuals, creating a barrier-free environment.

Quality Audits & Environmental Promotional Activities Beyond Campus

DYPSOM conducts regular quality audits on environment and energy, verified through Green Audits, Environment Audits, and Energy Audits. The institution also engages in Clean and Green campus initiatives and environmental promotion activities beyond the campus, with established policies for environmental and energy usage.

Institutional Efforts and Initiatives

DYPSOM focuses on fostering tolerance and harmony towards cultural, regional, linguistic, and communal socioeconomic diversity. The institution emphasizes sensitizing students and employees to constitutional obligations, including values, rights, duties, and responsibilities of citizens.

Best Practices

Vasudhaiva Kutumbakam: This initiative focuses on community welfare by organizing visits to Old Age Homes and Balak Ashram, fostering empathy, compassion, and social awareness among students while enhancing their interpersonal skills and teamwork.

Best Library User: This practice promotes a reading culture by awarding the annual best user based on library visits, behavior, and engagement with staff. It encourages disciplined library use, intellectual curiosity, and lifelong learning within the community.

Institutional Distinctiveness

DYPSOM empowers students for entrepreneurial success through incubator and accelerator programs, extensive resources, an entrepreneurial curriculum, and mentorship and networking opportunities. These support mechanisms help students develop and execute innovative business ideas, contributing to the growth of startups and businesses. Over 25 students have established or expanded their businesses.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DR D Y PATIL SCHOOL OF MANAGEMENT
Address	Dr D Y Patil Knowledge City, Charholi Bk., Via Lohegaon,
City	Pune
State	Maharashtra
Pin	412105
Website	www.dypsom.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	E. B. Khedkar	020-35037911	9270084178	-	khedkar@dypic.in
IQAC / CIQA coordinator	Ganesh Lande	020-35037912	7755921000	-	ganesh.lande@dypic.in

Status of the Institution	
Institution Status	Private and Self Financing

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

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	15-05-2023	12	
AICTE	View Document	15-05-2023	12	
AICTE	View Document	15-05-2023	12	
AICTE	View Document	15-05-2023	12	

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	Dr D Y Patil Knowledge City, Charholi Bk., Via Lohegaon,	Rural	12	10888.88

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
PG	MBA, Management,	24	Graduation	English	180	180
Doctoral (Ph.D)	PhD or DPhil, Management, PhD Management	36	Post Graduation	English	38	5

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	0	0	1	0	1	0	1	7	5	0	12
Yet to Recruit	1				3				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				5			
Recruited	0	0	0	0	0	0	0	0	2	3	0	5
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	5	3	0	8
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				1
Recruited	1	0	0	1
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.	1	0	0	0	1	0	5	4	0	11
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	5	3	0	8
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
	0	0	0	0	
	0	0	0	0	0

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	105	7	0	0	112
	Female	62	6	0	0	68
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	3	0	0	0	3
	Female	2	0	0	0	2
	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	13	6	5	4
	Female	3	4	7	8
	Others	0	0	0	0
ST	Male	0	1	0	0
	Female	2	0	0	1
	Others	0	0	0	0
OBC	Male	16	9	7	3
	Female	7	1	5	4
	Others	0	0	0	0
General	Male	72	45	47	49
	Female	47	36	29	33
	Others	0	0	0	0
Others	Male	19	12	8	16
	Female	1	6	3	2
	Others	0	0	0	0
Total		180	120	111	120

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The institute adopts elective courses and specializations to offer the students for helping them to meet global challenges with a strong foundation and knowledge. In the spirit of Choice Based Credit System, the institute is offering choices to the students for the elective courses. Specializations offered in the institute as below: The following specializations shall be offered as MAJOR / MINOR: 1. Marketing Management (MKT) 2. Financial Management (FIN) 3. Human Resources Management (HRM) 4. Operations & Supply Chain Management (OSCM) 5. Business Analytics (BA) The following specializations shall be offered ONLY as MINOR Specializations: 1. Rural & Agribusiness</p>
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	<p>Management (RABM) 2. Pharma & Healthcare Management (PHM) 3. Tourism & Hospitality Management (THM) 4. International Business Management (IB) In consistent with this, DYPSON's current policy adopts Multidisciplinary / interdisciplinary approach, and it helps in acquiring versatile knowledge. The Institute conducts various Add on courses, organizes guest Lectures and Workshops to enhance multidisciplinary education.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The Academic Bank of Credits (ABC) allows students to register and transfer credits. It helps faculty to manage & check the credits earned by students. Objectives of ABC to promote student-centric education, Focus on learner-friendly teaching approaches, Implement an inter-disciplinary approach. During Induction sessions, students become aware of the importance of ABC and its advantages in terms of flexibility and flexibility in learning. DYPSON has made aware about Academic Bank of Credit system to the students and also provided information about the benefits of ABC. Students will be supported in this process by both the exam department and their respective teachers.</p>
<p>3. Skill development:</p>	<p>MBA is a professional program. Along with the curriculum, the Institute also offers various Add on Courses, Summer Internship Programme, Guest Lectures from industry speakers, experiential learning to enhance skills and employment opportunities. Skill development subjects are also included in the syllabus given by SPPU and accordingly DYPSON follows it. Subjects such as Verbal Communication Lab, Entrepreneurship Lab, Selling and Negotiation Lab, Lab in recruitment and selection etc. are helping students to develop their skills such as speaking, soft skills, presentation skills, interviews, selling skills, negotiation skills etc. The Training and Placement Department conducts various technical and soft skills programs to improve the chances of getting selected in industry by developing their employability, communication and soft skills.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The Institute is affiliated to Savitribai Phule Pune University and approved by AICTE. The MBA program syllabus is provided by the University and the language of study is English. If the students find difficulty in understanding some concepts in English, the teacher takes care to help the students in regional</p>

	<p>language such as Marathi as well as National Language Hindi. Integrating IKS DYPSON organises various programs on IKS. Various cultural festivals of India like Makar Sankranti, Navratri, Dusshera, Garba Dandia, Traditional Days, Fashion Shows are celebrated by students which reflects Unity in Diversity. Celebration of Shivjayanti, Marathi Rajyabhasha Divas creates awareness of Indian Culture and promote Indian traditions, values and ethics. Annual Cultural & Management Festival Aarohan is celebrated every year where students showcase their talent. Students from various states and regions of Maharashtra represent their culture. Focus have been given to retain Indian Culture in education.</p>
5. Focus on Outcome based education (OBE):	<p>The institute follows Savitribai Phule Pune University curriculum which is built on Choice Based Credit System (CBCS) and Outcome Based Education. The MBA program 2022 also incorporates several aspects of NEP. OBE is carried out as part of the program and records are kept. . The curriculum takes the MBA programme to the next level in terms of implementing Outcome Based Education along with the Choice Based Credit System (CBCS) and Grading System. As per SPPU, Outcome Based Education (OBE) Approach indicate that outcomes are about performance, and this implies: a) There must be a performer – the student (learner), not only the teacher b) There must be something performable (thus demonstrable or assessable) to perform c) The focus is on the performance OBE performs as Programme outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs).</p>
6. Distance education/online education:	<p>The use of ICT tools is to complement the traditional method of teaching techniques particularly in difficult subject areas. During COVID -19 pandemic, our Institute adopted digital platforms like MS Teams, Google Meet and Zoom for engaging online classrooms, conducting Guest Lecture and meetings. To effectively support online education, the college made investments in upgrading its technical infrastructure. The use of multimedia teaching like LCD projectors, and internet enabled computer systems and usually employed for teaching in our Institute. To test students' comprehension and development, the college also used online assessment tools, such as MCQ's, assignments, and exams.</p>

WhatsApp groups enhanced student communication and comprehension. The Institute faculties suggested subject related E- Content that our students can access. The Institute library also has a subscription to DELNET, which offers quick and easy access to an enormous number of resources. It is quite simple to obtain textbooks, reference books, research papers, and a lot of other reading material. Students were encouraged to undertake online skill development courses through SWAYAM/NPTEL Platforms.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, we had setup ELC club in our institute on 28 March, 2023.
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?	Yes. Students' Co-ordinator and Co-ordinating faculty members are appointed by the institute. ELC is functional. ELC composition is as below. 1 Dr. Eknath B. Khedkar Nodal Officer 2 Tushar Musale Member - Student 3 Pratik Wadgaonkar Member - Student 4 Ketki Kulkarni Member - Student 5 Prof. Amandeep Saini Convenor / Campus Ambassador
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The ELC is working and conducted the awareness drive. Students have individually met to the voters in the community for making them aware and importance of the voting, voting rights and be a responsible citizen of the nation. Till date 155 voters are registered from 2023-24 batch as member for in the ELC. The enrolment of members is continuous process.
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.	Yes. To create awareness DYPSON had initiated a survey and data collection of budding and unregistered citizens.
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	As of date 25 students from the institute remain to enroll under ELC

students as voters.

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
341	258	242	238	235

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: 27

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
15	14	16	16	23

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
83.32	57.21	38.76	58.83	55.31

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:

Dr DY Patil School of Management is affiliated to Savitribai Phule Pune University, Pune and carefully adheres to a set procedure for implementing the curriculum. The institution's curriculum is created by SPPU, and it is updated every three years to make sure it is current and applicable. All interested parties can publicly access this curriculum on the websites of the university and the institute.

Curriculum Planning and Delivery

As DYPSON is affiliated to SPPU, Curriculum planning is done by SPPU. Dean Academics, HOD and IQAC Coordinator prepares an academic calendar that considers internal examinations, seminars, Curricular and extracurricular events in accordance with SPPU Academic Calendar. Well in advance, subjects are assigned to faculty members according to their areas of interest and subject knowledge. The IQAC coordinator and HOD, starts the whole planning process for the academic year. Frequent meetings are held to make sure that all the faculty members are adhering to the syllabus according to the guidelines from the syllabus. The comprehensive and all-inclusive curriculum includes every detail pertaining to instructional strategies, teaching methodology, and assessment procedures. The pedagogy can be developed by the faculties in line with their areas of expertise. It is mandatory for every faculty member to submit a teaching plan that follows the SPPU syllabus. Faculty members prepare personal time table and teaching plans for each subject in advance based on Course Outcomes (COs). Accordingly the syllabus is completed by the faculty members and during this time the internal evaluation unit wise is carried out in the Institute.

Teaching Methodology

Faculties keep track of attendance and makes sure that the topics in the teaching plan are covered in time. To introduce a practical and industry-focused approach for teaching methods, faculties conduct guest lectures inviting prominent personalities from academia or business to share their ideas and experiences with students. To give value addition, faculty members provide value-added courses that are appropriate for the topic and its requirements. Additionally, a variety of employability skill development programmes are organised to help students acquire the skills necessary to enter the workforce.

Evaluation

The Continuous Internal Evaluation is done by the institute to evaluate the learning level of every course. According to SPPU guidelines, the internal assessment includes several components. A faculty member may assess students using a variety of methods, including written exams, projects, assignments, case studies, group discussions, presentations, and any further assessments determined by the relevant faculty. These facilitate the evaluation of the students' performance during the semester. They use transparent evaluation process such as internal mark evaluation and display internal marks on notice boards. Through recurring inspection, the IQAC Coordinator guarantees assessment standards, question paper quality, and syllabus coverage.

Mentor-Mentee

Under the institution's ongoing mentorship programme, teachers are tasked with closely supervising a small group of students. Beyond traditional teaching, this mentoring includes summer and final projects, personal grooming, and counselling. The Director is consulted by the faculty for advice on problems related to mentees. The inclusion of curricular, extra-curricular, and outreach activities in the assessment process demonstrates a holistic approach to education. This approach not only focuses on academic achievements but also considers the development of students' skills, interests, and engagement with the broader community.

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: 30

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

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: 79.53

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
298	245	220	171	111

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:

Dr D Y Patil School of Management is committed to supporting students' overall development. The main goal is to make students aware of issues about human values, gender equality, the environment, sustainability, and ethical considerations that would influence their actions in both their personal and

professional lives. From mandatory projects like Social Relevance of Business and Institutional Social Responsibility, some of the courses and subjects covered in the curriculum included Ethics & CSR. Moral values, human values, professional ethics, ethical values, gender equality, and environmental awareness were all included in the institution's curriculum, which was created in collaboration with Savitribai Phule Pune University in Pune. The institution paid attention to these matters. Professional ethics education was embedded in MBA degrees through a course or component of the curriculum. It also provided at least one method that incorporated concerns about human values, the environment, gender, and professional ethics.

Dr D Y Patil School of Management launched campaigns to educate students about environmental concerns. The eco-friendly method of disposing of garbage used by the Institute was compost pit decomposition, which produced organic compost manure that could be used once more for gardening. The Institute campus is home to a wide variety of plants, and the institute has installed a solar plant where power is produced and used as needed. The Institute also commemorated national and international days, including International Yoga Day, Teachers' Day, Women's Day, Independence Day, and Republic Day. These events fostered the moral, ethical, and social values of the pupils.

Professional Ethics:

- The curriculum included courses like Ethics & CSR and Indian Ethos and Business Ethics.
- Professional ethics education was embedded in MBA degrees through a dedicated course or component.
- The university curriculum, which included legal aspects of business and human dimensions, was followed.

Gender Issues:

- Gender parity among students was promoted and concerns related to female staff, teachers, and student safety and security were addressed.
- Gender equity programs were incorporated as per university requirements.
- National and international events like International Women's Day were commemorated, promoting the moral and ethical values of students.

Human Values:

- Courses and subjects covering moral values, human values, and ethical values were offered.
- Moral, ethical, and social values of students were fostered through events like International Yoga Day, Teachers' Day, and Republic Day celebrations.
- Human rights education was included as part of university-level courses.

Environment:

- Campaigns were launched to educate students about environmental concerns.
- Eco-friendly methods of waste disposal, such as compost pit decomposition, were implemented.
- Solar plants were installed for sustainable energy production, and organic compost manure was utilized for gardening.

- Sustainability-focused courses like Managing for Sustainability were incorporated into the curriculum.
- The university syllabus, which includes subjects like environmental education and sustainability, was followed.

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: 46.63

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

Response: 159

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
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 96.15

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
204	137	121	121	117

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
208	139	139	121	121

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: 52.59

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
61	39	35	38	30

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
106	70	70	70	70

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: 22.73

2.3 Teaching- Learning Process

2.3.1

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

Response:

The institution strongly believes in uses of variety of ICT-enabled, student-centric teaching-learning and instructional approaches to improve students' educational experiences. Among the strategies used to improve the learning process include fests, product exhibits, and self-study. In addition to classroom instruction, other teaching strategies used are problem-solving techniques using case study sessions-debates-best solutions, assignments, seminars, project work, industry visits, and conversations with notable industry speakers specifically problem solving activities.

Experiential Learning Methods:

MBA students are required to complete a summer internship project with a business organization during their term. The research project must be completed on an appropriate topic and must be connected to a fictional area of management within span of two months' time period. Industrial visits are organized to give students hands-on learning opportunities and industrial exposure time to time. Various activities such as exhibitions, seminars, conferences, webinars and trainings are conducted.

Participative Learning Methods:

Students are encouraged to participate in various activities where they can use their technical or management skills.

Group Discussion: To consider and convey members' points of view on many aspects, a group discussion on current business problems is held. The active engagement facilitates a multifaceted knowledge of the same issue.

Sports and Cultural Fest: “HERACLES” and “AAROHAN” sports and cultural events respectively organized to explore basic managerial skills like leadership, team building, perseverance and dedication in students and make them strive for success, competitive. It also focuses in human values i.e. cooperative skills, tolerance, consideration, trust, and responsibility through group problem-solving tasks.

Problem Solving Methods:

Departments encourage students to apply their management and technical skills to solve the problems in their respective fields. These activities nurture problem-solving ability and overall development of the students. To enhance the learning experience through problem solving methods, recent educational methodologies are used by faculty members to make teaching learning a joyful experience. As a problem solving method few task with few small scale companies were done like tax filing, also for such activities the collaborations with some of the companies were done who were ready to work on knowledge sharing

basis. Case studies were effectively discussed with effective utilization of ICT tools.

1.The institute has ICT enabled classrooms, seminar halls. These classrooms include multimedia teaching aids such as LCD projectors, LAN connection etc. KOHA has Library Software android Mobile App-Library Patrons has downloaded this Mobile App to Access Library OPAC (online public access catalogue) for search any book and Library resources as per Requirement –Author, Title, Classification wise report. EBSCO International Inc. has been used for referring the research articles for various purposes like literature review for contemporary aspects of research topic.

2.The institute encourages the faculty members to use the advanced teaching tools such as PowerPoint Presentations (PPTs), related videos, animations, free online resources etc. to deliver the lectures, thus improving the effectiveness of the teaching- learning process.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	14	16	16	23

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: 42.86

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
9	8	8	6	5

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:

Mechanism of Internal Assessment

Our Institute is affiliated with Savitribai Phule Pune University. University has mentioned process of internal and external assessment in syllabus. In order to ensure the smooth conduct of both internal and external examinations, as well as transparency, efficiency, and promptness in handling examination-related grievances, an Examination Cell comprising a College Examination Officer, and Assistant to CEO, Senior Supervisor, Assistant to Senior Supervisor & Junior Supervisor works in conjunction with teaching and administrative staff. The institution's examination and evaluation process is well-established and has a deadline.

In the initial days of the semester, teachers communicate entire syllabus and various comprehensive concurrent evaluation (CCEs) methods in the assessment process during the semester with students and try to clear their doubts about the same which supports their acknowledged information.

Any complaints (grievances) regarding the internal tests are brought to the attention of the relevant teacher, who provides clarification. The instructor's explanation of the evaluation must satisfy or persuade the student.

Since the University administers external tests, the Institute's only responsibility is to maintain rigorous surveillance and set up the necessary facilities for an efficient and equitable exam administration process. After the answer scripts have been coded, the university exams are evaluated.

The Grievance Redressal System:

The grievance is resolved in the following manner:

A) Departmental Level: Faculty members complete comprehensive concurrent evaluations (CCEs) of students based on theory lectures, assignments, and open book test, end semester examinations. The internal Marks are posted on the notice board. A systematic process is followed for internal marks grievance. Any differences about the internal Marks are discussed with the faculty, HOD and CEO & if required are updated.

B) Institute Level: In accordance with university regulation, the Institute designated CEO and an Internal Senior Supervisor, assistant to CEO oversee the seamless administration of university examinations. Any issues that students may have, are resolved by the College Examination Officer that the University appoints. The CEO consults with the examination section regarding problems that arise during the conduct of Theory examinations, and if necessary, the examination section forwards the complaints to the university through CEO.

C) Redressal of grievances at university level: Exam sections handle questions about results, revaluation/photocopy of answer script, mark sheet changes, and other university-issued certifications. Students can request a revaluation or recount by paying the required processing fee to the university. Students have the option to apply for an online reassessment form if they are unhappy with their marks. The university gives students photocopies of their answer sheets in case they have any complaints about their evaluation. If a student believes their evaluation is incorrect, they may apply for a revaluation. In situations such as an absentee instance, the student's application is sent to the institution so that remedial action can be taken. Also, the problems like adding students in student name list, barcode stickers issue, Name change, subject addition/deletion any other are solved by consulting University

examination department through CEO.

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:

DYPSOM is affiliated to Savitribai Phule Pune University (SPPU). SPPU has already mentioned COs Course wise and POs for the MBA Program in course curriculum. The Institute is abide by the syllabus to follow the given CO & PO accordingly.

Communication to Teachers and Students:

The display of outcomes help teachers and students internalize the purpose and process of teaching-learning. The display modes are:

Website : The link of pdf of COs & POs is there on DYPSOM website.

Department Notice Board : The COs & POs are displayed on the notice board.

Awareness programmes conducted for students on OBE at time of induction program

As per blooms taxonomy, every course has five or six **COs** on the following bases

Remembering, Understanding, Applying, Analysing, Evaluating, Creating

Following are the POs

1. Generic and Domain Knowledge - Ability to articulate, illustrate, analyze, synthesize and apply the knowledge of principles and frameworks of management and allied domains to the solutions of real-

world complex business issues

2. Problem Solving & Innovation - Ability to Identify, formulate and provide innovative solution frameworks to real world complex business and social problems by systematically applying modern quantitative and qualitative problem solving tools and techniques.

3. Critical Thinking - Ability to conduct investigation of multidimensional business problems using research based knowledge and research methods to arrive at data driven decisions

4. Effective Communication - Ability to effectively communicate in cross-cultural settings, in technology mediated environments, especially in the business context and with society at large

5. Leadership and Team Work - Ability to collaborate in an organizational context and across organizational boundaries and lead themselves and others in the achievement of organizational goals and optimize outcomes for all stakeholders.

6. Global Orientation and Cross-Cultural Appreciation: Ability to approach any relevant business issues from a global perspective and exhibit an appreciation of Cross Cultural aspects of business and management.

7. Entrepreneurship - Ability to identify entrepreneurial opportunities and leverage managerial & leadership skills for founding, leading & managing startups as well as professionalizing and growing family businesses.

8. Environment and Sustainability - Ability to demonstrate knowledge of and need for sustainable development and assess the impact of managerial decisions and business priorities on the societal, economic and environmental aspects.

9. Social Responsiveness and Ethics - Ability to exhibit a broad appreciation of the ethical and value underpinnings of managerial choices in a political, cross-cultural, globalized, digitized, socio-economic environment and distinguish between ethical and unethical behaviors & act with integrity.

10. Life Long Learning – Ability to operate independently in new environment, acquire new knowledge and skills and assimilate them into the internalized knowledge and skills.

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:

Attainment of CO-PO is critical for ensuring that students receive a high-quality education that prepares them for their future careers.

The first step in POs & COs attainment evaluation is the mapping of POs with COs. So, each course wise CO-PO mapping is done first, where in all Courses (subjects) Cos (5 or 6) are mapped with the ten POs. Both the Course (subject) wise COs and POs are already defined by Savitribai Phule Pune University and are stated in the Syllabus.

Attainment of Programme Outcomes & Course Outcomes: The POs are mapped with the COs to attain targeted POs. CO attainment is done through direct and Indirect assessment. In direct assessment again two parts are there, one is direct assessment from internal Comprehensive concurrent evaluation i.e. internal assessment and second is SPPU Evaluation assessment. Direct measures include (CCEs) and university exams, while indirect measures include surveys of students.

The mapping is done on 3 (Correlation) levels and the levels are: “0” that indicates there is no correlation, “1” that indicates there is slight (Low) Correlation, “2” that indicates there is moderate (Medium) Correlation, “3” that indicates there is substantial (High) Correlation.

The programme outcomes and course outcomes of all subjects are outlined in the university syllabus of MBA.

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

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

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

The question papers of end semester exam are drafted with mapping of course outcomes.

In the Concurrent evaluation Home Assignment, Open book tests, internal end semester examination, Presentation/seminar/ GD /Value added courses are considered.

In calculating the CO attainment in Direct assessment, the attainment level is decided as follows

Attainment level 1: if less than 60% of students have got 60% or more than 60%

Attainment level 2: if 60 % to 69% of students have got 60% or more than 60%

Attainment level 3: if 70 % or more than 70% of students have got more than 60%

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

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

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: 91.73

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
111	100	106	107	86

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
121	116	111	107	101

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

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 4</p>	
File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Institute has created innovative ecosystem through extensive research centre with research guides, international patents, incubation centre, rich library workshop -seminar conducted on Research Methodology, IPR strong connection with industry.

Indian Knowledge System (IKS)

We provide value education through SPPU subjects **Indian Ethos & Business Ethics & Knowledge Management** Subject which imparts the management qualities through Indian Knowledge system. These subject focuses more on ethics, values & morals.

We organized session based on spirituality with **ISKCON on Saturday consecutively**

We also conducted two days '**State Level Seminar on Management with Spirituality Voyage III**'. Many speakers were called for sharing the knowledge about our Indian Mythology.

We conduct extension programs for the betterment of society through help to blood drives, help to elders & many more.

Outcome

All this help students to connect with humanity, God. It developed the positivity around the students & created peaceful environment.

IPR

We organize workshops and seminars focusing on IPR education, which helps students understand how important intellectual property is in today's business world. These events teach students the skills they need to navigate the legal and ethical aspects of innovation

Outcome

The institute has a total of five patents registered with the Australian Government. Among these our student, Ritwika Haldar from batch 2020-2022 has contributed to two of them.

Patent numbers: **20201951,2021101148,2021107195,2021107200**

Research Centre

Intense research environment created because of Research Centre in the institute. In our PhD research centre 4 research guides are from our institute & 4 external guides are associated to our research centre. Currently 31 students are pursuing PhD and 20 students are awarded with PhD. Out of our faculty, ten members hold PhDs, while the rest are currently pursuing their doctorates. Over the past five years, we've actively encouraged our students to engage in research. Our curriculum includes subjects like Business Research Methodology in Semester 1, Decision Science in Semester 3, and a Summer Internship Project in Semester 3. These courses provide students with valuable insights into research processes and outcomes

Outcome

MBA Students presented Research Papers in our seminar, conferences. Research Scholar filed Patents. Ritwika Haldar student of 2020-22 batch filed patent in the year 2021. Dr E B Khedkar Director DYPSON received 'Best Research Award for the year 2022' in the year 2022.

Innovation /Incubation Centre

This centre plays a pivotal role in supporting fledgling start-up & ventures, guiding students through the initial stages of development or start-ups, and positioning for long-term success. Various program conducted through incubation cell which resulted strong leadership qualities & entrepreneurial

competencies among students.

Outcome

Eighteen students launched their start-ups or are managing businesses after completing their MBA.

Other Initiatives

Induction Program, FDPs, Workshops, Seminars are conducted on Research Methodology, IPR, Entrepreneurship Development.

Many faculty members attended FDP, conferences, Seminar during these 5 years. We Received Funds from SPPU for organizing State, National & International level seminar conferences.

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: 42

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
11	12	0	6	13

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:** 2.93**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
17	9	35	13	5

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:** 1.22**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
8	5	1	9	10

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

3.4 Extension Activities

3.4.1

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

Response:

The extension and outreach initiatives undertaken by DYPSON are meticulously crafted to align with the college's steadfast commitment to nurturing socially responsible individuals who actively contribute to societal advancement. These multifaceted programs are tailored to address various societal issues, striving to promote overall development, cater to diverse community needs, and foster widespread community participation. Let's delve into the comprehensive summary of these initiatives, encapsulating all activities outlined in Criteria 3.4.3:

Elderly Welfare and Support: - DYPSON organised activities for the elder member of the society. Activities like donation drives of blankets and fruits for old age homes at Khese Park, and technology assistance to elder members at Charholi Village. These activities yielded positive outcomes among elders like improvement of quality of life, enhanced technological access, improved community bond and positive effects on psychological wellbeing among them.

Health and Hygiene Awareness:- Our institute is dedicated to ensuring the well-being of society by actively contributing to its health and welfare by organising AIDS awareness programs at Charholi Village and in Pride world society, hand washing practices , and COVID awareness and mask distribution campaigns during pandemic , dental hygiene with mouth cancer awareness and menstrual hygiene programs for women .These endeavours contributed significantly to fostering a healthier community environment, curbing disease transmission, and enhancing overall well-being.

Empowering Community Through Education - DYPSON organized programs like Financial Education to Self Help Groups, Cash less Transactions, Women's Leadership Training for rural women, Career guidance Program for students. Value Based Education among primary school students at Z P School Shikrapur and Basic Knowledge of computer and Mobile Banking for BVG staffs Overall, these programs contributed to community development by enhancing knowledge, skills, and capabilities

among different segments of society, thereby fostering empowerment, economic growth, and social cohesion.

Advancing Women's Rights and Equality- DYPSON organized programs in Shikrapur and Dhanori to empower women, Gender Equality, and raise awareness about 'Save Girl Child'. We taught women about these issues and helped women participate in decision-making. In Dehu Gaon, we used creative expression to raise awareness about women's rights, equality and combat gender-based violence. These helped women make decisions, promoted fairness between genders, and made more people aware of women's rights and the importance of saving girls.

Environmental Sustainability and Civic Engagement: Environmental sustainability and civic engagement initiatives by DYPSON, including Swachh Bharat Abhiyan at Ranjangaon Ganpatiji Temple, tree plantation drives at Khandoba Dongar, and pollution awareness campaigns at Dhanori, along with efforts for a clean environment at Alandi Gaon, have instilled a strong sense of environmental responsibility among students. These initiatives have led to cleaner surroundings, preserved natural resources, fostering environmental responsibility and civic engagement among students.

Supporting the Needy- Donation Drives: Our Initiatives supported different segment of the society like Fruits Donation at Blind Boys Poona School and Matruchhaya Balak Ashram Dighi , Dhanya Donation at Labour Society Charholi, and Participated to Blood Donation Drive. Our initiatives improved nutrition, food security, and healthcare access for diverse communities. Students who organized these initiatives gained valuable skills in community service, leadership, and empathy.

Summary:

DYPSON's extension and outreach initiatives covered a wide range of topics aimed at developing students fully, empowering them, and addressing various community issues. These programs enriched students' skills and knowledge while actively improving community health, sustainability, and social justice.

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:

Dr. D Y Patil School of Management is distinguished by its unwavering dedication to holistic development, community engagement, and service-based learning through extensive outreach initiatives. Recognized by esteemed organizations, DYPSON's efforts have not only enriched the lives of its

students but also made a profound impact on the communities it serves, earning widespread acclaim for fostering positive change and empowerment.

During the academic year 2022-2023, our institution was honoured with several awards and recognitions.

We received accolades from **BVG India Ltd.** on two occasions: first, for conducting the Foundation Computing Skills Workshop on February 3, 2023, and later for raising Awareness on Mobile Banking on December 20, 2022. Both initiatives were recognized by the government-recognized body for their impactful contribution towards enhancing digital literacy and financial inclusion among their staff.

Shree Computer Institute, Charholi is Maharashtra Knowledge Corporation Limited (MKCL), Maharashtra Government recognised Computer Training MS-CIT Centre for Counselling Session on Careers for Class X & XII Students held on February 16, 2023, and for the Career Guidance Programs for the student groups on December 16, 2022.

Bhanoba Swyam Sahayata Bachat Gat (Self Help Group), associated with NGO, awarded us on January 7, 2023, for providing Financial Education to Self Help Groups, empowering women with essential financial management skills.

Samyak Sankalp Matruchhaya Balakashram, Dighi, a registered NGO with the Charity Department of Maharashtra Government, acknowledged us for Fruits Distribution program on September 15, 2022, promoting health and nutrition among children.

Jeshtarith Foundation (NGO) Home For Aged, government registered, recognized us on December 22, 2022 for Support Donation Drives.

During 2021-2022, DYPSOM received esteemed appreciation from **BVG India Ltd.** for its extension activities on December 1, 2021, AIDS Education & Advocacy Initiatives, aimed at spreading awareness and education on AIDS prevention and treatment. On March 5, 2022, we were recognized for Menstrual Hygiene & Nutrition Awareness program, which focused on educating women about menstrual health and nutritional needs. These recognitions underscore DYPSOM's dedication to promoting health and well-being in the community.

During 2019-2020, DYPSOM received recognition from extension visit to orphanage done on October 5, 2019 recognized by Samyak Sankalp Matruchhaya Balakashram, Dighi, highlighting our commitment to supporting orphaned children.

On February 18, 2020, DYPSOM was honored by Government Zila Parishad School, Landewadi for our Value Education initiative, which focused on imparting moral and ethical values in students.

In AY 2018-19, we were honored with several awards for impactful extension and outreach activities. On December 22, 2018, received recognition from The Poona School & Home for the Blind Trust, Koregaon Park, Pune, a government-recognized body, for our Distribution of Fruits initiative, reflecting our commitment to supporting the visually impaired. On September 10, 2018, DYPSOM was acknowledged by Z P School Anganwadi, Shikrapur, a Government Zila Parishad School, for our Balanced Diet & Nutrition Awareness Program, aimed at promoting health and nutrition among children. Furthermore, on February 11, 2019, DYPSOM was awarded by BVG India Ltd. for our Internet Banking & Safety Awareness campaign, which educated the community on safe online banking practices.

These awards underscore DYPSON's dedication to enhancing community welfare through diverse and impactful programs and affirm our ongoing efforts to engage with and uplift various segments of the community through meaningful and impactful initiatives.

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: 50

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	9	2	9	9

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: 10

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The institution ensures adequate facilities for teaching, learning and augments its infrastructural facilities according to the growing needs and endeavours to create a conducive academic ambience. The AICTE and the university norms for infrastructure, classroom, laboratory, library, recreation area and reading rooms have been fulfilled. The floor space, furniture, equipment, support system and ICT facilities meet the statutory requirements. The Institute has a total land area of 10888.88 of land which is constructed with robust structures for various academic purposes.

Class rooms & ICT facility: Each classroom is of adequate size and has enough lighting, air ventilation and good ambience. Classrooms are equipped with overhead LCD projectors to facilitate the teachers to adopt varied teaching methods and 2 tutorial room for teaching and learning process.

Computer Laboratory: Our institution has 1 well equipped laboratory. The AICTE curriculum and standards are carefully followed in the design of the Institute's laboratory. With their state-of-the-art setup and cutting-edge hardware and software, these facilities give students significant practical experience, to carry out projects and research works.

Seminar Hall: The Institute has 1 seminar hall for the purpose of conducting guest lectures, seminars and other departmental activities with public addressing systems; LCD projectors, etc are available.

Computing Equipments: Institute has sufficient Computing facilities with total 112 computers for staff and students. All computers are equipped with high-speed internet of 500Mbps & 1Gbps speed. The institute have digital library, supported with high-speed internet and inflibnet facility. KOHA software has been installed for library management. In the digital library, the computers are equipped with Wi-Fi facility for accessing e-journals, e-books, e-newspapers, and other e-resources. Twenty computers for enhancing communication skills are available in language lab.

ERP software is being utilized for efficient management of all processes at the Institution. This facility includes admission of student, attendance record, as well as academic management etc. Accounts Section, Establishment Section and Student Section and all departments utilize ERP software facilities.

Cultural Facilities: A spacious Auditorium accommodating 300 students is available for institutional programs, annual cultural events, and other sessions. Dr D Y Patil School of Management has an open-air theatre for conducting various cultural events. Outdoor settings often provide a unique ambiance and connection with nature that can enhance the experience for both performers and audience members.

Gymnasium: An open gymnasium and fitness facility are provided for the students and staff. Excellent indoor and outdoor sports facilities are provided.

Sports Facilities: Dr D Y Patil School of Management has large playgrounds with provision for multiple games, such as, Athletics, Cricket, Football, Hockey, Volleyball, Basketball, Badminton. Another field provides Lawn Tennis courts. Facilities for indoor sports and games that include badminton, carrom, and chess also exist in the Girls and Boys Hostels.

Yoga Centre: YOGA classes were arranged at Yoga Centre for the students by yoga teacher. It helps for overall development of the students, mental, physical, and academic.

Other Facilities: The institution has elevators, ramps, and washrooms for divyangjan students. Each floor is facilitated with purified water for students and staff members. The entire campus is covered with CCTV cameras to ensure safety and security. A separate server room with surveillance mechanism is in place and system administrator monitors the same.

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: 19.26

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
11.72	11.94	11.18	11.03	10.65

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:

Library is automated using Library Management System (ILMs)

Koha has all the modules you would expect in fully-functional library software – acquisition, serials, members, circulation, cataloging, reports, and tools. Koha is Standards compliant – MARC 21 (or UNIMARC) for cataloging, Z39.5 for copy cataloging, UTF-8 for non-English catalog data, and SIP2 for RFID integration.

Barcode facility is very useful to save the time for Issue and return the documents of the Stakeholders.

KOHA has the **Mobile App** Facility; Library Stakeholders access the Library catalogue from anywhere, anytime.

Library has subscribed KOHA library Management System. KOHA software has provided Main Modules, -Circulation, Acquisition, Cataloguing, OPAC, and generated various types of Reports.

Library Collection

With the support of the Director, faculty and the patronage of students, DYPSON Library has grown enormously. The total collection is more than 6008 books, nearly 373 CD's, 750 Project reports, e books- 1074, Journal Bound Volumes 241.

Library has Classic Collections of Encyclopedias, Biographies, Handbook, Fiction, Communication Skills, Aptitude, Motivational, Leadership and Interview Skills Books are available in the Library to Increase the Knowledge of their stakeholders.

Books Classified with the International Standard Classification System -DDC -21

Library has also 50 **rare e book** for the library patrons and it's enriching library collection.

Library has subscribed 3 English and 2 local language newspapers.

E- Resources-Subscribed Database Links

JGate: <http://www.jgateplus.com>

EBSCO: <http://search.ebscohost.com>

Open Educational Resources

Shodhganga: <https://shodhganga.inflibnet.ac.in>

Shodhgangotri: <http://shodhgangotri.inflibnet.ac.in>

Swayam: <https://swayam.gov.in/>

NDL- National Digital Library: <https://ndl.iitkgp.ac.in/>

Print Journals

There are 26 National and International Journals, Library has preserved 241 Bound Volumes of some prominent Journals/Magazines.

Library Advisory Committee:

Dr. O P Haldar- Chairman (HoD)

Prof. Amandeep Saini – Faculty Member (Asst. Professor)

Prof. Charushila Gaikwad -Secretary (Librarian)

Saheen Praveen - Student Member

Sahil Dok- Student Member

Jayesh Choudhari - Student Member

Pradnya Sethsandi- Student Member

Library Services and Library Activities

Library has adopted various strategies to quality improvement in the department as well as to motivate the students for encouraging reading habits. Adopted strategies are as under:

1. Provided Monthly Current Affairs
2. Provided Popular Case Studies – Every Month
3. Provided Content Pages of Journals and Magazines-Newly arrived
4. Organized National Webinar
5. Human Library: The Real Book (the concept is instead of read a book, you can talk to people and listen their life experiences.)
6. Organized Demonstrations of Databases, Best Library User Award – for Students and Faculties
7. Library Orientation/Induction Programmed
8. Book Exhibition
9. Book Review Competition
10. Provided e-books & e-papers / articles to the Students and Researchers
11. Book Renewed Facility through the phone call, email and Messages
12. Monthly Reminder to the Patrons for long Issued Library Resources
13. News Papers Clippings
14. New Arrivals list send online mode.
15. Issued back Issues of the National and International Journals and Magazines

- 16. Provided E-resources from the Library -e books, Previous Year question papers, Syllabus
- 17. Free Library Membership to the BVG Staff

Library provides other facilities like-

OPAC –through Mobile App

Reprography,

CAS,

SDI.

Referral Service

Library has provided Excellent Services of Current Affairs, Case Studies, Social, Politics, and all over the Subject information to Increase the Knowledge of Library Patrons.

Library department is still trying to improve the performance to provide qualitative service to the stakeholders.

Library has received Excellent Feedback from last 10 years.

https://docs.google.com/forms/d/13523XiTrb_uIrayr_dNNbIwDMbeIk3HJyA82OV9hhzA/edit#responses

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:

Computer lab is well-equipped with branded PC's adequately supported by 500 Mbps & 1Gbps leased lines for internet connectivity. It is also equipped with a wide range of licensed system software and application software. The entire campus is connected with LAN Messenger. Computer labs are well connected to the internet help students and faculty to carry out their academic and other work. Technical assistant is available to support students and faculty in their queries.

COMPUTERS AND ADDITIONAL ACCESSORIES:

- Total 112 High end computers RAM: - 08 GB HDD :- 500 GB
- 15 printer/scanners
- LCD projectors in the classrooms.
- UPS for power back-up (Vertive 120 Kva UPS with 200Ah)

INTERNET BANDWIDTH AND WI-FI DEVICE:

- 1000 Mbps lease line of p communication Ltd. 1-10 Gbps ring shape OFC uplink available on each floor.
- Wi-Fi capabilities for campus-wide networking, (Wireless Access point)
- Total 10 Active password protected access points with MAC filtering.
- 500+ Students use Wi-Fi facility.

NETWORK DEVICES:

- XGS 5500 with Firewall IMIX IPS Throughput 8x GbE copper 8x SFP +10GbE Fiber.
- Switches – HP 24 Port 1 Gig b1910 24G.

INTERCOM FACILITY:

The campus is well connected with a well-planned Telecom Network with intercom facilities is provided. Reliance Jio Infocomm Ltd land line connections are available.

SERVERS:

- 1 central base server room and 2 sub-base server rooms.
- The server room is protected with fire extinguishers.

SOFTWARE:

- Application Software like MS Office, Tally ERP 9 etc.
- System software like Windows 10.
- Licensed software like Microsoft Teams platforms used for conducting online lectures.
- Software used at research centre: Zotero, Mendeley ,Google Scholar, Microsoft Word, Microsoft Excel, Microsoft Power Point, Grammarly, Quillbot, Python, R, Tableau, SAS, Zoho Analytics, Power BI,Google Charts.

IP CCTV:

Equipped with CCTV Cameras CP-Plus (2 MP & 4 MP) 1080p HD display.

ERP:

Well established ERP system for staff members exists in the institute. ERP is used for academic and administrative purposes.

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

4.3.2**Student – Computer ratio (Data for the latest completed academic year)****Response:** 3.41**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 100

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: 6.88**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
6.75	4.23	0.83	4.44	3.94

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

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
240	184	193	176	140

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: 50.84

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

2022-23	2021-22	2020-21	2019-20	2018-19
178	137	104	134	115

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: 63.25

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
97	79	46	69	67

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
121	116	111	117	101

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: 1.44

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
1	0	0	1	1

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: 41

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
12	8	3	7	11

File Description**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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: 31.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
36	26	20	33	42

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:

Dr D Y Patil School of Management Alumni Association maintains a lifelong connection between the Alumni and the Institute. On a timely basis the Institute takes Alumni Feedback to improve the functioning and curriculum of the MBA program.

The Alumni are important stakeholders and valuable assets of the institute. The Alumni Association works to connect alumni, support students, and build an unforgettable Institute experience through annual alumni meet.

The main motto behind the Alumni Association is to promote strong bond between alumni, students, and the Institute and all the other stakeholders of our institute by creating a network which will in turn enable Alumni to remain engaged with their alma mater. An Alumni Association stands for its core values of excellence, lifelong relationships, lifelong learning, inclusiveness and diversity, global citizenship, advocacy of the institute at a local and global platform.

Industry being the most important stakeholder of any business school, DYPSON strives to continuously connect Industry with for the professional development and high-quality careers for its students. Alumni can play a role of catalyst in building great interactions and relations with Industry.

The Alumni association has been successfully working to bridge the gap between the Academic world and Professional world. We appeal to all the enthusiastic Alumni to contribute towards growth and progress of their Alma mater.

The following are the key areas where alumni have contributed:

Feedback: Former students who are now working with various MNCs companies have provided valuable suggestions regarding the MBA program and recommended further competencies that all freshers of the program ought to possess. These suggestions were valuable and helpful in designing the curriculum for the various additional certificate programs offered by various entities such as EXCELR, Magic Bus etc.

Donation of Books: Our Alumni members arrange every yearbook donation activity for our Institute, and we appreciate their effort in organizing such activities by providing them appreciation letters.

Alumni Engagement:

Alumni Interaction at DYPSON is a recurring initiative designed to foster meaningful connections between current students and esteemed graduates. These sessions serve as invaluable platforms where alumni generously impart their experiences and insights acquired from the dynamic corporate world. Through motivational talks and career orientation classes, alumni contribute significantly to students'

career prospects, offering guidance and inspiration crucial for navigating their professional journeys. This platform offers our students a valuable opportunity to learn from the experiences and accomplishments of our esteemed alumni. Alumni members have done voluntary service related to Internal Quality Assurance Cell (IQAC) of the college.

Final Placement & SIP Opportunity: Many alumni post job and internship opportunities directly through the DYPSON Alumni Network, and many alumni conduct placement drives through the training and placement department of DYPSON.

Alumni Meet and Interactive Sessions: DYPSON Alumni members arranges Alumni Meet and interactive sessions

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:

Institutional Vision

DYPSOM aspire to be a frontrunner in managerial education at national level by making students methodically superior and ethically strong having enterprise spirit with an inclusive mindset.

Institutional Mission

We are committed to provide wholesome education in management to enable aspiring students to utilize their fullest potential and become professionally competent by providing:

- Well qualified, experienced, and professionally trained faculty
- State-of-the-art infrastructural facilities and learning environment.
- Encouraging environment for research and development.
- Delight to all stakeholders.

Institutional Governance & Leadership

The institution's governance and leadership are aligned with its vision and mission, which focus on providing quality education that meets the changing needs of today's business environment and globalization.

NEP Implementation

NEP implementation is dependent on the Savitribai Phule Pune University (SPPU) as our institute is affiliated to SPPU. Our faculty members are aware about the NEP 2020 as they have attended workshops on NEP implementation. Hence, our institute is ready to implement it as per guidelines from SPPU.

Sustained Institutional Growth

Institutional growth is one of the crucial parameters which shows the quality of the institution in the society. Our institution is having sustained institutional growth which can be assessed from the data of student intake capacity and admissions in last five years.

Governance and Decentralization of work

Governance of the DYPSON is generally monitored by Director of the institute and followed the organogram. The various compliances such as AICTE, NAAC, SPPU, DTE, Shikshan Shulk Samiti etc. are completed under his guidance. For completing such tasks various committees are formed in the institute and the work is governed in tune with vision and mission of the institute as well as participation in the institutional short term and long-term perspective plans foster sense of belongingness, transparency, and accountability among stakeholders. Inclusive decision- making processes, representation, and consultation mechanisms empower faculty, students, staff, and other stakeholders to contribute to shape up the priorities of the institution.

Following Committees are formed.

1. Local Governing Body,
2. Local Management Committee,
3. Internal Quality Assurance Cell,
4. Academic Monitoring Committee,
5. Internal Complaint Committee,
6. Grievance Redressal Cell,
7. International, National and State Level Conference Committees
8. Cultural and Sports Committee
9. Industry-Institute Committee (Training and Placement Cell)
10. Research Committee
11. Alumni Committee
12. Anti-Ragging Committee
13. Library Committee
14. Examination Committee
15. SC/ST Committee
16. Entrepreneurship Development Cell
17. Institution's Innovation Cell.
18. College Development Committee

Organogram of the institute

<https://dypsom.com/wp-content/uploads/2022/05/organogram.pdf>

Following is the link for committee details.

<https://dypsom.com/governance/>

The organizational structure, and the composition of various committees helps in the implementing short term and long-term institutional plans for creating quality culture which will follow the institutional governance, leadership, and practices in line to achieve the institutional vision and mission. The effective administration system focuses more on the students as stakeholders to provide maximum support.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Dr D Y Patil School of Management is committed to maintain the quality culture by effectively deploying and functioning of various institutional bodies, as evidenced by policies, administrative setup, appointment procedures, service rules, and more as below.

1. **Institutional Organogram:** This represents a visual representation of the institute organizational structure and its functioning to smoothen the work culture.
2. **Institutional Strategic Plan: Institution has a strategic plan consisting of the following points.**
 - Optimal use of resources on campus
 - Cultivating wellness
 - Creating entrepreneurial culture
 - Transparent reporting ecosystem
 - Enhancing student involvement in various activities
3. **Effective Deployment of Strategic Plan**
 - **Optimal use of resources on campus:** DYPSON has its own sufficient infrastructural facilities. Still some common resources in the campus are utilized to enhance the utility of the facility in benefit of the stakeholders. Common facilities such as Auditorium, Sports Ground, Canteen, EV Charging Station etc. are used.
 - **Cultivating Wellness:** Wellness is cultivated through organising various programs such as International Yoga Day, Sports Competition, Cultural Program, Fresher's Program, Counselling

Sessions, Motivational Guest Lectures etc. Institution has a Yoga centre.

- **Creating Entrepreneurial Culture:** Institution has created an entrepreneurial culture in support with Entrepreneurship Development Cell, Alumni Association. Result of this, many of the pass out students have started their own businesses.
- **Transparent Reporting Ecosystem:** Organogram clearly shows the reporting ecosystem for reporting and governance of the committees.
- **Enhancing student involvement in various activities:** Student involvement in the various committees shows the inclusive student centric approach of the institute. Students are involved in Cultural Committee, Sports Committee, Grievance Redressal Committee, Alumni Association, Internal Complaints Committee, etc.

4. Functioning of Institutional Bodies through Policies: Our institutional functioning is effective and efficient because of institutional bodies which follows the policies such as E-governance Policy, Internal Quality Assurance Policy, Environment Policy, Research Policy, Code of Conduct, Gender Policy etc. for deployment of perspective plans.

5. Administrative Setup: Institute has an administrative set up to translate the policies into action and smoothen the work. All departments' roles and responsibilities ensure efficient coordination and communication. Leadership at all levels fosters the culture and excellence.

6. Appointment, Service Rules, and Procedures: Institute is affiliated to SPPU, Approved by AICTE, Recognized by Government of Maharashtra. Hence it follows the rules and regulations regarding appointment, service rules and procedures as directed by SPPU, UGC, AICTE and Government of Maharashtra. Compliances from the authority are completed within due dates as directed time to time. Appointment Procedures attract and retain workforce, service rules promote professionalism and integrity, and it is clearly visible that many employees are working in the institution for more than 5 years.

The mechanisms of governance, institutional bodies, administrative setup, through which policies, rules, and regulations are implemented ensures that tasks are completed in a timely manner and reported. Admission processes, Academic Evaluations, Financial Transactions, Standardized Procedures promote consistency and reliability among stakeholders. Regular reviews and updates to procedures help to adapt the changing scenario and improve efficiency over time.

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

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

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies**6.3.1**

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

Response:

Employees are the strength of the organization, and the strength should be empowered by using empowerment strategies. Dr D Y Patil School of Management has organizational culture which depicts vision, mission, and goals. Employee empowerment strategies for teaching and non-teaching staff creates avenues for career development and progression.

Faculty Performance Appraisal:

- The institution has a comprehensive performance appraisal system for both teaching and non-teaching staff.
- For teaching staff, the quantitative performance index includes various criteria such as academic responsibilities, research, and development, and more.
- The qualitative performance index evaluates aspects like communication, team spirit, creativity, and mentoring abilities.
- Self-evaluation and evaluations by the Head of Department (HoD) and Director contribute to the overall assessment.
- Expectations regarding salary increments are also considered.

Welfare Measures for Teaching Staff:

1. **Employees Provident Fund (EPF):** The institution adheres to PF rules, ensuring financial security for teaching staff.
2. **Gratuity:** After five years of permanent service, gratuity becomes applicable to all staff members.
3. **Registration Fees** provided for attending workshops and seminars.
4. **Intercampus Facility:** Teaching staff can avail themselves of admission facilities in international schools.
5. **Concessions:** Tuition fee concessions are provided for the children of teaching staff.
6. **Leave Policies:** Study leave, maternity and paternity leave, and sabbatical leave are available.
7. **Health and Wellness:** Free dental and health checkups, along with access to a fitness centre, promote well-being.

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:** 65.48**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
13	13	7	11	11

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: 69.37

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
19	18	10	15	15

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
6	5	5	5	6

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
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:

Dr. D. Y. Patil School of Management upholds and adheres to a methodical procedure for the allocation of finances and assets. The procedure involves the institute's several committees as well as the accounts department. Money is raised in accordance with the institute's established policies.

Policy and Procedures for Resource Mobilization:

Tuition fees constitute the institute's primary revenue stream. Usage and allocation of funds follow the guidelines established by the institute. Raising money for co-curricular and extracurricular activities through university initiatives, philanthropic gifts, government and non-governmental organization scholarships, and free ship offers. In addition to this, management gives the institute need-based financial support. Funds mobilization is handled by the accounts department through a number of committees. Financial budgets are created and authorized by the relevant authorities. The purchase committee will search for purchases in accordance with protocol.

The accounts department prepares annual budgets, which are then authorized by the authority. Recurring costs like payroll, power, maintenance, stationery, etc. are included in annual budgets. The following financial transactions are examined and confirmed:

1. Developmental Tasks
2. Instruction and Orientation
3. Books, Journals, and Databases in Libraries
4. Supplies and equipment
5. Fixtures and Furniture

- The accounts department and purchase department monitor whether expenses are exceeding the budget provisions.
- All required bills, vouchers and data are maintained for accounting and verification purposes.
- Statutory financial audits and internal audits take place from time to time from the chartered accountant.
- Financial compliance is monitored and completed from time to time.

Utilization of Funds:

Funds are utilized as per requirement. Proper procedure is followed for the utilization of funds, and it is monitored by the concern authorities.

Approaches for Making the Best Use of Available Resources:

The Institute seeks to enhance faculty involvement in research, development, consulting, and other related activities at all levels.

- Promoting creative teaching and learning strategies ensures the best possible use of the available resources.
- Faculty members can apply for grants to cover the cost of registering for both domestic and foreign conferences.

- Strengthening the infrastructure is also recommended.
- Resources from the library are used during office hours and afterward as needed by staff members who handle housekeeping as well as students, faculty, and alumni.

Internal Financial Audit:

The Internal Financial Audit is conducted in compliance with the guidelines and suggestions provided by management. Every voucher is audited at random by an internal finance committee. For internal auditing reasons, the Tally program is accessible to the chief accountant and internal auditors. Checking the bills and vouchers enables a detailed examination of the costs incurred under different categories. The director is informed of any discrepancy that is found. The internal audit report is given to management.

External Financial Audit:

External financial audits are carried out by a professional chartered accountant that is regularly assigned by management.

The accounts department manages both internal and external financial audits, and all pertinent accounting data is sent to the approved certified chartered accountant.

Any questions that were found throughout the external audit process were addressed right away, along with any necessary documentation, within the allotted time frames.

Files and paperwork are kept up to date in accordance with the auditors' specifications.

The auditors received no objections throughout the audit.

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:

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. Ever since, it has worked sincerely to institutionalize quality assurance plans and procedures of the college. It plays a pivotal role in upholding commitment to provide high-quality educational services to the students.

1.IQAC's Quality Assurance Initiatives:

Maintain proper record of students, teachers, and non-teaching staff Add-on courses.

- Outcome based education.
- Faculty Research and continuation of education
- Academic plan by each department/cell Extra-curricular activities for students Extension and outreach programs.
- Stakeholders' participation in feedback best practices and Distinctives practices
- Workshops, seminars and MoU's and collaborations Academic and Administrative Audit
- Mentor- Mentee practice Teaching and learning process Faculty development programs .
- Soft skill training
- Monthly performance report

IQAC's Review Mechanisms:

Teaching-Learning Process	Structures and Methodologies of Operations	Learning Outcomes
Well-planned Academic calendar with complete yearly plan of events /activities/ schedule of internal examinations	Academic and Administrative Audit. An internal audit is conducted by our IQAC Committee.	Outcome-based education was introduced in 20. OBE Advisory Committee headed by IQAC prepared POs. Department OBE committee prepares PSOs and

		COs. Mapping of PO, PSO and CO of different courses is done by the concerned teachers.
Teachers are asked to maintain work diary and faculty diary to analyze classroom functioning and their performance on desired outcomes.	A department and college-wise audit is held, and corrective measures brought into action.	Semester-wise and overall results are analyzed and shared with higher authorities.
PBAS (Performance Based Appraisal System) introduced among teaching faculty.	The progress of the departments in all curricular and co-curricular.	Soft skill training programs are held for students, teachers, and non-teaching

IQAC'S INCREMENTAL IMPROVEMENT INITIATIVES

26 Books /chapters in books were published by faculty.

17 MoUs / collaborations for various academic activities.

117 Workshops, seminars, and conferences.

2 SWAYAM e-learning for faculty.

INCREMENTAL IMPROVEMENT IN IT FACILITIES:

Addition of 1 Computer laboratory.

100% of classrooms are ICT enabled.

3 Wi-Fi hubs for students on campus.

INFRASTRUCTURE GROWTH:

Well-equipped IQAC Room, Board Room, Portico, Examination Hall, Staffrooms for Department of MBA.

An elevator (Lift system)

An incinerator, rainwater harvest and solar panels were built up. The college library was digitized.

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: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	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:

Dr D Y Patil School of Management has a strong ethical work culture that is based on inclusivity. Equal opportunities are provided to all individuals irrespective of gender, caste, creed, language, religion, political or other opinion, national & other status. The commemorative days and festivals of all faiths are celebrated with enthusiasm in the institute. Its unique work culture, healthy traditions and ethos have led to enrollment of the employees as per requirement.

Safety, security and well-being, along with gender equity and friendly working atmosphere are the priorities of DYPSON. Gender sensitivity is an inherent value in the cultural ethos of the institute and its neighboring community, as is evident by the following facilities.

1. Safety and Security

- Security checkpoints at all campus entries and exits as well as within campus.
- Strict implementation of Anti-Ragging measures.
- Awareness campaigns on women safety and gender sensitivity through various programs.
- Separate hostels are provided for girls with appropriate security arrangements and hostel committees are formed to take care of the students within campus.
- The campus is under surveillance with CCTV cameras installed at prominent locations.
- Sufficient lighting is provided in the campus during nights in case of extension of regular hours for placements or cultural activities.
- Women faculty members accompany girl students when they participate in outdoor activities or tours.
- Internal Complaints Committee (ICC) interacts regularly with the girl students and resolves the issues addressed by them.
- The institute ensures social security through Anti-Ragging Committee and Grievance Redressal Committee.
- A complaint box is arranged to receive grievances or suggestions from the students which are addressed by respective committees.
- Emergency contact numbers are displayed in prominent places in the campus.

1. Counselling

- Faculty counsel the students during mentoring regarding academic performance, career plans and personal issues.
- Head of the Department monitors the students and counsel the students regarding their issues.
- ICC enquire and counsel the students addressing their problems time to time.
- Time to time guidance and counselling is done by the faculty members to all students.

1. Common Rooms

- In the institute common rooms have been allocated for men and women.
- Separate washrooms are available for men and women.
- Health Centre is available at the campus with qualified physician.
- Library provides a priority service to the girls in the rush hours to avoid the inconvenience.

1. Any Other Information

DYPSOM organizes various programmes on gender equity and commemorative days. Staff appointment also done by considering the gender sensitization.

Equal opportunities for men and women in the appointments, leadership roles, HODs, mentors and class teachers.

- Female members are nominated and given fairness in leadership roles such as convenors and coordinators of different cells and committees.
- Equal opportunity is given for both the genders and female students are given fairness in leadership roles in areas such as the students council, clubs, functional Units, class Representatives, and other organizational bodies of activities.
- For student inclusive committees such as anti-ragging, anti-sexual harassment Female students are treated equally to their male counterparts.
- Equal opportunities are provided in extracurricular and co-curricular activities.
- The curriculum component and value-added courses include equity and sensitization topics

Utmost care has been taken by the DYPSOM during Industry Visits regarding gender issues. All faculty members are motivated to attend the programs on gender issues, gender sensitization, gender equity, social responsibility etc. organized by the other institutes 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
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:

Dr D Y Patil School of Management is committed to fostering an inclusive environment that embraces diversity in all its forms, including cultural, linguistic, communal, and socioeconomic backgrounds. We recognize that diversity enriches our community and enhances learning experiences for all individuals. As such, we have implemented various initiatives to promote tolerance, harmony, and inclusivity within our campus.

One of our primary efforts is to ensure representation and visibility of diverse cultures and communities through cultural events, celebrations, and awareness campaigns. These events provide opportunities for students, faculty, and staff to learn about and appreciate different traditions, languages, and customs.

Furthermore, we prioritize creating spaces for open dialogue and discussion where individuals from various backgrounds can share their perspectives and experiences. These conversations help build empathy, break down stereotypes, and foster mutual understanding. We provide resources and support services to address the needs of students from diverse socioeconomic backgrounds, ensuring equal access to education and opportunities for all. We have students taking admissions from various states and regions across India.

In our curriculum we incorporate diverse perspectives and voices to provide a comprehensive and inclusive learning experience. Through inclusive education, we aim to empower students to become empathetic, culturally competent, and socially responsible individuals.

Our commitment to inclusivity extends beyond the campus boundaries through outreach programs. We collaborate with local organizations and initiatives that promote diversity, equity, and inclusion, contributing to positive social change and building bridges across communities.

Sensitizing students to their constitutional obligations towards rights, values, duties, and responsibilities is crucial for fostering responsible citizenship and nurturing a democratic society.

We emphasize the fundamental rights guaranteed by the constitution, such as the right to equality, freedom of speech and expression, right to education, and right to life and personal liberty.

We underscore the importance of upholding constitutional values such as justice, liberty, equality, and fraternity. We discuss real-life examples and case studies to illustrate how these values form the foundation of a democratic society and guide individual and collective behaviour.

Moreover, we highlight the duties and responsibilities that accompany these rights and values. Students learn about their obligations towards promoting social harmony, respecting diversity, safeguarding public property, and contributing to the welfare of society.

Incorporating constitutional literacy into the curriculum ensures that students develop a deep understanding of their rights, values, duties, and responsibilities from an early age. By promoting a culture of respect for the constitution and the rule of law, we prepare students to become informed, engaged, and ethical citizens who uphold the principles of democracy and contribute positively to society. Celebration of Constitution Day, birth anniversaries of Mahatma Jyotiba Phule, Republic Day, Independence Day, Ambedkar Jayanti, etc. to recognise and inculcate the values.

The institute is dedicated to creating an inclusive environment where diversity is celebrated, and all individuals feel valued and respected. Through our efforts to promote tolerance, harmony, and understanding, we strive to create a community that embraces and thrives on its cultural, linguistic, communal, and socioeconomic diversity.

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

A) Title of the practice: Vasudhaiva Kutumbakam- Socioeconomic Activities

1. Objectives

- To promote a sense of community, compassion and raise awareness about the challenges faced by the elderly and underprivileged children.
- To bring joy and cheer to the residents of an old age home and a Balak Ashram
- To interact with the residents, engage them in activities, and provide them with companionship and support.

2. Context

- In the pursuit of its commitment to community welfare, DYPSON organized visits to various oldage homes, aashrams, schools. The initiative aimed to alleviate some of the challenges faced by the elderly residents, children and the people in the society. By providing essential items, DYPSON sought to make a meaningful impact on their lives, offering awareness, comfort and realization of the issues and the ways to tackle them.
- The social visits were organized by the faculties with volunteering students from DYPSON. The team consisted of individuals from diverse backgrounds, including students, professionals, and retirees. The groups were united by a shared passion for community service and a desire to make a positive impact on the lives of others.

3. The Practice

- The old age home selected for the visit housed a diverse group of elderly individuals. Residents shared their life stories, highlighting experiences of solitude, health challenges, and the impact of changing family dynamics.
- The visit provided the residents with fruits and blankets with a company and support.
- The Balak Ashram hosted children from varied backgrounds, including orphans, those with single parents facing economic hardships, and those rescued from difficult circumstances. Interactions with the children through educational activities, storytelling, and games shed light on their dreams, aspirations, and the resilience they exhibited despite their challenging circumstances.
- The visit provided the residents with food, fruits, blankets, companionship, and support.

4. Evidence of Success

- Engaging with the residents of the old age home and children in the Balak Ashram have allowed the students to develop a deeper sense of empathy and compassion.
- These activities gave the students insights about cleanliness, rising pollution, importance of tree plantation and many others.
- Interacting with diverse groups of people, enhances the students' interpersonal skills.
- Organizing and executing a social initiative like this requires teamwork and collaboration. The students likely had to work together to plan, coordinate logistics, and distribute resources effectively, fostering a sense of teamwork.
- The overall experience could contribute to the personal growth of the students, helping them develop a sense of purpose, social consciousness and a commitment to making a positive impact in their community.

5. Problems encountered and resources required

- Raising of funds: To convince students and faculty members and collecting sufficient amount from students and faculty members in a stipulated amount of time.

BEST PRACTICE 2

A) Title of the practice: Best Library User

1. Objectives:

- To promote the reading culture in the institute.
- To inculcate habit of learning through reading.
- To introduce library as knowledge and information centre.

2. Context:

The library is seen as an integral part of an institution as it contains books, publications, journals and newspapers which foster a deep inbuilt desire in students to do extra reading and research on the topics discussed in the class. Dr D Y Patil School of Management has started the practice of “Best Library User”.

3. The practice:

To encourage the users to use the library resources, services & facilities to the extent possible, library has the provision to identify the ‘Annual Best User’ and award them which is being selected as his/her regular visit to the library, behaviour and interaction with the library staff, suggestion for betterment and library usage. The award is given in presence of HOD, staff and students. Candidate and all the guests have been requested to express on the library. This initiative has positive impact on disciplined library use, free interaction with the library staff & authority and transforms potential users into active users.

4. Evidence of success:

The success of the “Best Library User” award recipients is evident in the tangible impact it has on both individual patrons and the broader community. Recipients of the award often serve as role models, inspiring others to explore the wealth of opportunities available through library services. Increased patronage and engagement following the introduction of the award reflect its effectiveness in promoting a culture of lifelong learning and community involvement. Additionally, testimonials from past winners and their peers attest to the transformative power of libraries in fostering intellectual curiosity, fostering connections, and enriching lives.

5. Problems encountered and resources required:

- **Resources Required- NA**
- **Problems Encountered- NA**

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:

Our students started/expanded their own enterprises after completing Master of Business Administration

Title: Empowering MBA Graduates for Entrepreneurial Success: College Support Mechanisms and Their Impact

Introduction:

The pursuit of an MBA degree has long been associated with aspirations for corporate success and climbing the hierarchical ladder within established organizations. The institute has motivated the MBA students towards entrepreneurship. Driven by a desire for autonomy, innovation, and the opportunity to create value, an increasing number of MBA graduates are venturing into the realm of entrepreneurship. This shift has not gone unnoticed by colleges and universities offering MBA programs, prompting them to adapt and innovate their support mechanisms to cater to the evolving needs of their entrepreneurial-minded graduates.

Support Mechanisms:

1. Incubator and Accelerator Programs:

Incubator and accelerator programs have emerged as vital components of the entrepreneurial support ecosystem within colleges. These programs provide a structured environment where aspiring entrepreneurs, including MBA graduates, can develop their business ideas into viable ventures. Offering resources such as dedicated workspace, mentorship from seasoned entrepreneurs and industry experts,

access to funding networks, and educational workshops, incubator and accelerator programs serve as catalysts for entrepreneurial success. MBA graduates benefit significantly from the guidance and support provided within these programs, gaining valuable insights and networking opportunities crucial for navigating the complexities of the startup landscape.

2. Access to Resources:

Colleges offer a plethora of resources that are instrumental in supporting MBA graduates in their entrepreneurial endeavours. From extensive libraries and research facilities to partnerships with industry organizations and alumni networks, colleges provide access to a wealth of knowledge and expertise. MBA graduates can leverage these resources for market research, product development, and strategic planning, gaining a competitive edge in their entrepreneurial ventures. Additionally, colleges often facilitate business fest competition, enabling MBA graduates to understand the business proposal for establishment, growth and expansion.

3. Entrepreneurial Curriculum:

Recognizing the growing interest in entrepreneurship among MBA students, colleges have incorporated entrepreneurial-focused coursework into their curricula. Courses such as Startup and New Venture Management, Entrepreneurship Development, and Legal Aspects of Business equip students with the knowledge and skills essential for venture creation and management. Furthermore, colleges provide experiential learning opportunities, such as case studies, simulations, and internships, enabling students to apply theoretical concepts to real-world scenarios. By integrating entrepreneurial education into the MBA curriculum, colleges ensure that graduates are well-prepared to embark on their entrepreneurial journeys with confidence and competence.

4. Mentorship and Networking:

Mentorship plays a pivotal role in the entrepreneurial journey, offering guidance, support, and valuable insights from experienced professionals. Colleges facilitate mentorship programs that connect MBA graduates with successful entrepreneurs, industry leaders, and investors. These mentorship relationships provide MBA graduates with access to invaluable advice, networking opportunities, and potential business partnerships. Additionally, colleges organize networking events, workshops, and alumni gatherings that foster connections, collaboration, and knowledge exchange within the entrepreneurial community. By facilitating mentorship and networking opportunities, colleges create a supportive ecosystem that empowers MBA graduates to succeed as entrepreneurs. The Alumni entrepreneurs interact with the students and provide their insights and help to nurture the budding entrepreneurs.

Impact:

The support mechanisms provided by colleges play a crucial role in empowering MBA graduates for entrepreneurial success. By offering incubator and accelerator programs, access to resources, entrepreneurial-focused curriculum, and mentorship and networking opportunities, colleges equip MBA graduates with the tools, knowledge, and connections necessary to navigate the challenges of entrepreneurship. As a result, MBA graduates are better prepared to identify opportunities, develop innovative business ideas, and execute successful ventures. Moreover, colleges contribute to the growth and prosperity of the entrepreneurial ecosystem by fostering a culture of innovation, collaboration, and knowledge sharing within their communities. More than 25 students have either established their own business or have help grow their existing family business.

In conclusion, the institute plays a pivotal role in empowering MBA graduates for entrepreneurial success. By offering comprehensive support mechanisms tailored to the needs of aspiring entrepreneurs, the college provides MBA graduates with the resources, guidance, and opportunities necessary to thrive in the competitive startup landscape. As the entrepreneurial landscape continues to evolve, colleges must remain agile in adapting their support systems to ensure that MBA graduates remain at the forefront of entrepreneurial excellence. By nurturing the entrepreneurial aspirations of MBA graduates, colleges contribute to the creation of innovative startups, job opportunities, and economic growth in communities around the world.

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

5. CONCLUSION

Additional Information :

DYPSOM has firmly positioned itself as a center of academic excellence and research innovation. The institution hosts conferences at international, national, and state levels, facilitating robust platforms for the exchange of knowledge and professional networking among scholars and practitioners alike. Faculty members at DYPSOM are distinguished for their significant contributions to innovation and intellectual property, having secured national and international patents.

Moreover, the institution has a well-established research center that plays a pivotal role in advancing scholarly pursuits. This is exemplified by the successful awarding of PhD degrees in management to 20 students, underscoring DYPSOM's commitment to nurturing intellectual growth and academic achievement.

Adding to its prestige, DYPSOM regularly welcomes industry experts as resource persons, enriching academic discourse and providing students with practical insights into real-world applications of their studies. Furthermore, the institution takes pride in embracing various Indian cultures and traditions, fostering a rich tapestry of diversity and inclusivity within its academic community. In essence, DYPSOM stands as a beacon of learning where academic rigor, research excellence, and cultural heritage converge to shape future leaders and innovators in management and beyond.

Concluding Remarks :

DYPSOM is recognized for its comprehensive excellence in management education and research. The institution's curriculum is designed to meet industry demands and foster interdisciplinary learning, enhancing student development. Faculty members employ innovative teaching methods and integrate technology, ensuring engaging learning experiences and continuous improvement in educational standards. DYPSOM maintains a vibrant research culture, supported by a dedicated research center that promotes rigorous research in Management. The campus has modern facilities, including well-equipped classrooms, Computer Lab, and extensive digital resources, enhancing the overall learning environment. Student support services, such as mentoring and career counseling, contribute to their holistic development and progression. Effective governance and leadership ensure transparent decision-making and strategic planning, driving the institution's growth and operational efficiency. Emphasizing innovation, DYPSOM implements best practices in curriculum design, pedagogical approaches, and community engagement, reinforcing its commitment to excellence and continuous enhancement.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
3.1.1	<p>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</p> <p>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)</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>4.85</td> <td>5.90</td> <td>4.60</td> <td>0</td> <td>0</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>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Input edited as grant from own association can not be considered</p>	2022-23	2021-22	2020-21	2019-20	2018-19	4.85	5.90	4.60	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
4.85	5.90	4.60	0	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	0	0	0	0																	
3.5.1	<p>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.</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :10</p> <p>Remark : Input edited as per supporting documents</p>																				
4.1.2	<p>Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years</p> <p>4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)</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>17.04</td> <td>16.18</td> <td>12.59</td> <td>15.02</td> <td>15.62</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>11.72</td> <td>11.94</td> <td>11.18</td> <td>11.03</td> <td>10.65</td> </tr> </tbody> </table> <p>Remark : Input edited as per supporting documents</p>	2022-23	2021-22	2020-21	2019-20	2018-19	17.04	16.18	12.59	15.02	15.62	2022-23	2021-22	2020-21	2019-20	2018-19	11.72	11.94	11.18	11.03	10.65
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2022-23	2021-22	2020-21	2019-20	2018-19																	
11.72	11.94	11.18	11.03	10.65																	

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)**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
55.69	34.12	22.47	35.88	33.32

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6.75	4.23	0.83	4.44	3.94

Remark : Input edited as per supporting documents

2.Extended Profile Deviations

Extended Profile Deviations

No Deviations