ANNUAL QUALITY ASSURANCE REPORT

2022-2023

INTERNAL QUALITY ASSURANCE CELL

YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution		IFIM COLLEGE (AUTONOMOUS) BANGALORE
	• Name of the Head of the institution	Dr. Sridevi V.
	• Designation	Principal
	• Does the institution function from its own campus?	Yes
	• Phone No. of the Principal	08041432855
	• Alternate phone No.	8147793730
	• Mobile No. (Principal)	9886759404
	• Registered e-mail ID (Principal)	principal@ifim.edu.in
	• Address	# 8P & 9P KIADB, INDUSTRIAL AREA, ELECTRONICS CITY PHASE I
	• City/Town	Bangalore
	• State/UT	Karnataka
	• Pin Code	560100

2.Institutional status

	• Autonomous Status (Provide the date of conferment of Autonomy)	22/12/2020
	• Type of Institution	Co-education
	• Location	Urban

- Financial Status   UGC 2f and 12(B)

- Name of the IQAC Co-ordinator/Director   Dr. Sathya Thangavel

- Phone No.   08041432855

- Mobile No: 9591966949

- IQAC e-mail ID   iqac@ifim.edu.in

3.Website address (Web link of the AQAR (Previous Academic Year)   https://ifim.edu.in/naac/

4.Was the Academic Calendar prepared for that year?   Yes

- if yes, whether it is uploaded in the Institutional website Web link: https://ifim.edu.in/

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	3.01	2016	16/09/2016	15/09/2021
Cycle 2	A	3.01	2016	16/09/2016	31/12/2025

6.Date of Establishment of IQAC   15/12/2014

7.Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)?

Institution/ Department/Faculty/School	Scheme	Funding Agency	Year of Award with Duration	Amount
NIL	NIL	NIL	Nil	NIL

8.Provide details regarding the composition of the IQAC:

- Upload the latest notification regarding the composition of the IQAC by the HEI   View File

9.No. of IQAC meetings held during the year   01

- Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website?   **No**

- If No, please upload the minutes of the meeting(s) and Action Taken Report   [View File](#)

10.Did IQAC receive funding from any funding agency to support its activities during the year?   **No**

- If yes, mention the amount

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

* IQAC developed a quality system to improve academic and administration performance of the institution. * It ensures the quality of teaching learning process. * It has taken various steps to increase in the number of Student and Faculty Research Publication. * It collects feedback from stake holders and take remedial measures to enhance the quality. * It provides all the necessary inputs for the internal and external audits and also provides analysis of results for improvement in areas which are found weak.

12.Plan of action chalked out by IQAC at the beginning of the academic year towards quality enhancement and the outcome achieved by the end of the academic year:

Plan of Action	Achievements/Outcomes
1. Vision, Framework & Benchmarking 2. Research & Innovation 3. Teaching Learning & Evaluation 4. Departments, Committees, Clubs & Others 5. Student Development	Implementation of Quality Policy aligning with the vision and mission of the organization Accelerate Research & Innovation in the college: 1) Faculty Cluster, 2) Increase in number of publications, 3) Pre/Post presentations by faculty members 4) Involvement of students in research 5) Conduct of regular meetings with the faculty of various programs Improving Teaching Learning & Evaluation: 1) Revised General Learning Goals & Learning Objectives 2) Inclusion of certificate courses for UG & PG 3) LMS for Students support & learning 4) QPSB for improvement in examination process 5) Online Classes 6) Online Examination 7) Online Webinars, Seminar, Guest Lecture etc 8) Tie up with coursera for certificate courses for students & faculty 9) Orientation and Foundation Courses Monitoring & improvement: 1) Workload distribution 2) Streamlined the student support committee 3) Students driven activities by clubs 4) Inter & Intra Collegiate active participation & wins by the students. 5) Individual departments are linked with respective clubs for their efficient and effective functioning under the monitoring of IQAC 6) Quality Audits by IQAC 7) Induction by IQAC to the new joiners (Teaching & Non Teaching) Student Development: 1) Enhancing employability, 2) Student progression, 3) Student empowerment, 4) Alumni

engagement focus on group
discussion, guest lectures,
workshops, Industry visits etc.
5) Students driven clubs to
improve organizational and
management skills in students.
6) Student mobility & by
suggesting measures for
improving participation & wins
in fests, competitions etc 7)
More number of Social Immersion
Projects 8) More number of
workshops 9) Compulsory value
added certificate courses 10)
Industrial Tours & Visits 11)
Involvement of Student Council
in conduct of various events

13.Was the AQAR placed before the statutory body?   **Yes**

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Academic Council Meeting, Governing Body	Nil

14.Was the institutional data submitted to AISHE ?   **Yes**

- Year

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statutory body?

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
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14.Was the institutional data submitted to AISHE ? | **Yes** |

- Year

Year	Date of Submission
2024	27/03/2024

15.Multidisciplinary / interdisciplinary

Delineate the vision/plan of institution to transform itself into a holistic multidisciplinary institution. The mission of IFIM College is to nurture holistic, socially responsible, and continuously employable professionals. Our curriculum is meticulously crafted to offer flexibility, enabling students to delve into disciplines such as Commerce, Business Administration, Computer Applications, Journalism, and Psychology, complemented by studies in humanities, languages, professional skills, soft skills, ethics, morality, and human values. In our pursuit to amalgamate education and competencies while catering to the multifaceted needs of our students—be it intellectual, aesthetic, social, physical, emotional, or moral—we provide a plethora of platforms for holistic education. These include: Offering practice courses like Personality Enhancement Program (PEP), Corporate Mentoring (CM), Social Immersion Program (SIP), Research Incubation (RI), Industry Internship Program (IIP) and multidisciplinary course BA in Journalism and Psychology for both Bangalore University batch and autonomous batch students. Providing Open Elective courses spanning domains such as Commerce, Psychology, Business Administration, and Computer Applications. Conducting Personality Enhancement Programs focused on lifestyle and life skills development. Through Social Immersion Program (SIP) Students actively participate in community engagement activities, collaborating with local

organizations, NGOs, and community groups to identify and address social issues affecting marginalized or underserved populations. The Research Incubation (RI) program aimed at fostering a culture of research, innovation, and scholarly inquiry among students and faculty members. This program provides a supportive environment and resources to facilitate the development and execution of research projects across various disciplines. The Corporate Mentoring Program is designed to provide students with guidance, support, and industry insights from experienced professionals in corporate settings. This program aims to bridge the gap between academic learning and the corporate world by offering students the opportunity to connect with mentors who can provide valuable career advice, industry knowledge, and networking opportunities. The Industry Internship Program (IIP) is designed to bridge the gap between academia and industry by providing students with practical exposure to real-world work environments and challenges. It is structured to equip students with the knowledge, skills, and experiences necessary to excel in their chosen fields upon graduation. Delineate the Institutional approach towards the integration of humanities and science with STEM and provide the detail of programs with combinations. IFIM College focuses on the seamless integration of humanities and sciences with STEM fields, recognizing the symbiotic relationship between these disciplines in driving innovation and progress. Psychology stands as a cornerstone within Science, Technology, Engineering and mathematics - STEM due to its pivotal role in fostering scientific breakthroughs and technological advancements. Moreover, its influence extends beyond conventional boundaries, shaping educational paradigms within science and technology. Similarly, Computer Applications epitomizes the convergence of various STEM subjects, offering a holistic approach to problem-solving. STEM and computer science share a common ethos of dissecting complex challenges and devising solutions that transcend disciplinary confines, thereby impacting diverse facets of modern life. While Commerce and Business Administration may not conventionally fall under the purview of STEM programs, IFIM College offers avenues for students to delve into STEM domains. Through elective courses such as "Psychology for Managers," "Psychology of Health and Well Being," "Mental Wellness," "Fundamentals of C-Program," and "Fundamentals of HTML and CSS," students are exposed to STEM principles, fostering a multifaceted academic experience. Furthermore, IFIM College nurtures a culture of interdisciplinary thinking, encouraging students to transcend siloed perspectives. This ethos is cultivated through a myriad of extracurricular avenues including Business, Literary, Cultural, Photography, and Filmmaking clubs,

alongside the IT Club, E-Cell, and comprehensive student development programs. These platforms serve as crucibles for fostering critical thinking and fostering a nuanced understanding of the interconnectedness of ideas. Does the institution offer flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based towards the attainment of a holistic and multidisciplinary education. Explain IFIM College presents an array of flexible and innovative curricula, strategically designed to foster holistic and multidisciplinary education. The credit-based courses and projects are tailored to instill values of community engagement, environmental consciousness, and ethical leadership. Among IFIM offerings are Value Added Courses, providing students with supplementary skills and knowledge to complement their academic pursuits. The Industrial Internship Program facilitates hands-on experience in professional settings, while Project-based Learning and Mini Projects encourage practical application of theoretical concepts. IFIM College prioritizes Creative and Innovative Projects, empowering students to explore new ideas and solutions to real-world challenges. Through Social Immersion Program, in collaboration with esteemed NGOs like Youth for Seva and the Center for Education Environment and Community, students engage in service-oriented initiatives to earn credits while cultivating a sense of social responsibility. Aligned with Sustainable Development Goals (SDGs), this program serves as a platform for students to make meaningful contributions to society. Additionally, our commitment to social service is evident through our encouragement of participation in the National Service Scheme (NSS), where students partake in camps, events, and programs aimed at serving the community. What is the institutional plan for offering a multidisciplinary flexible curriculum that enables multiple entry and exits at the end of 1st, 2nd and 3rd years of undergraduate education while maintaining the rigor of learning?   Explain with examples. IFIM College offers a multidisciplinary flexible curriculum that enables multiple entry and exits at the end of 1st, 2nd, and 3rd years of undergraduate education as per Higher Education Council of Karnataka and Bangalore University and it revolves around providing students with the flexibility to tailor their academic journey to their interests, goals, and pace of learning, while ensuring the maintenance of rigorous academic standards. Here's an explanation with examples: Modular Course Structure: IFIM College adopts a modular course structure where courses are divided into smaller modules or units. This allows students to choose and complete modules independently, enabling them to enter or exit the program

at different stages without compromising the overall integrity of their education. Credit-based System: The college implements a credit-based system wherein each course or module is assigned a certain number of credits based on its academic weightage and learning outcomes. Students accumulate credits as they progress through the program, and they have the flexibility to transfer earned credits if they choose to re-enter the program at a later stage or pursue further studies elsewhere. Elective Courses and Concentrations: IFIM College offers a wide range of elective courses and concentrations within each discipline, allowing students to specialize in specific areas of interest. By offering diverse elective options, students have the flexibility to customize their curriculum according to their career aspirations and academic interests. Integrated Project-Based Learning: The curriculum incorporates project-based learning initiatives that encourage interdisciplinary collaboration and practical application of knowledge. Students engage in real-world projects that require critical thinking, problem-solving, and teamwork, fostering skills essential for success in their chosen fields. Continuous Assessment and Feedback: To maintain the rigor of learning, IFIM College emphasizes continuous assessment and feedback mechanisms throughout the academic journey. Regular assessments, quizzes, projects, and examinations ensure that students are meeting the required academic standards and learning outcomes. Additionally, faculty members provide timely feedback to help students identify areas for improvement and optimize their learning experience. By implementing these strategies, IFIM College empowers students to navigate their educational pathways with flexibility and autonomy, enabling them to pursue their academic and career goals while upholding the highest standards of academic rigor and excellence. What are the institutional plans to engage in more multidisciplinary research endeavours to find solutions to society's most pressing issues and challenges? IFIM College is committed to fostering multidisciplinary research endeavors aimed at addressing society's most pressing issues and challenges. The institution has developed comprehensive plans to promote interdisciplinary collaboration and facilitate research initiatives that contribute to meaningful societal impact. IFIM College focuses on key societal issues through and Research Incubation and SIP Program. It will bring together faculty members and students from diverse disciplines to collaborate on cross-cutting research projects and initiatives. The institution focuses on partnerships and collaboration networks with other academic institutions, research organizations, government agencies, and industry partners. These partnerships will facilitate knowledge exchange, resource sharing, and joint

research efforts. The institution plans to provide support for multidisciplinary research through research funding opportunities. These funds will enable faculty members and students to pursue innovative research projects, conduct field studies, and implement community-based interventions aimed at finding solutions to pressing societal issues. The institution intends to organize research symposia, conferences, and seminars focused on multidisciplinary themes. These events will serve as platforms for scholars, researchers, policymakers, and practitioners to exchange ideas, share research findings, and collaborate on innovative solutions to societal challenges. Describe any good practice/s of the institution to promote Multidisciplinary / interdisciplinary approach in view of NEP 2020. To foster a culture of multidisciplinary and interdisciplinary collaboration, the institute endeavors to host an annual International Conference named FUSION. This conference serves as a platform for students and faculty members from diverse disciplines to converge, exchange ideas, and explore synergies across academic domains. Moreover, the Research Incubation Centre is dedicated to cultivating an interdisciplinary research culture, with a specific emphasis on fostering research endeavors in humanities and social sciences. Through this center, concerted efforts are made to nurture cross-disciplinary collaborations, catalyze innovative research projects, and facilitate knowledge exchange among scholars from various fields. In line with these initiatives, the institute is committed to bridging the gap between academia and industry to drive innovation and technological advancements. By strengthening partnerships with industry stakeholders, academia can leverage industry insights, resources, and expertise to address contemporary challenges and propel research-driven solutions forward. Furthermore, the institute is poised to enhance its efforts in promoting interdisciplinary dialogue and collaboration, recognizing the inherent value in integrating diverse perspectives and methodologies to tackle complex societal issues. Through these collective endeavors, the institute aims to cultivate a vibrant intellectual ecosystem that fosters innovation, creativity, and transformative change.

16.Academic bank of credits (ABC):

Describe the initiatives taken by the institution to fulfil the requirement of Academic bank of credits as proposed in NEP 2020. The institution has taken proactive measures to comply with the Academic Bank of Credits, as outlined in the National Education Policy (NEP) 2020. One of the primary initiatives involves

registering both the institution and its students with the National Academic Depository, commonly known as Digi Locker. This digital platform serves as a repository for academic records, ensuring secure storage and easy access to transcripts, certificates, and other important documents. In addition to registration, the institution has implemented measures to systematically input and maintain relevant data pertaining to academic achievements, course credits, and qualifications of students within the Academic Bank of Credits framework. This includes documenting details such as course completion, grades obtained, extracurricular achievements, and any additional certifications or accomplishments attained during the academic journey. Furthermore, the institution is actively involved in promoting awareness and understanding of the Academic Bank of Credits among its stakeholders, including students, faculty members, and administrative staff. Information sessions, workshops, and training programs are organized to familiarize individuals with the concept, functionalities, and benefits of the Academic Bank of Credits, fostering a culture of transparency, accountability, and data-driven decision-making within the academic community. Moreover, the institution continuously strives to enhance the functionality and accessibility of the Academic Bank of Credits platform, leveraging technology and innovation to streamline processes, improve user experience, and ensure the integrity and security of academic records. Regular updates, maintenance, and quality assurance measures are implemented to uphold the reliability and credibility of the platform, thereby instilling confidence in its users and stakeholders. Overall, the institution's proactive approach towards fulfilling the requirements of the Academic Bank of Credits underscores its commitment to aligning with national educational policies and standards, while also empowering students with digital tools and resources to support their academic and professional journeys. Whether the institution has registered under the ABC to permit its learners to avail the benefit of multiple entries and exit during the chosen programme? Provide details. Yes, ID – NAD009276 Describe the efforts of the institution for seamless collaboration, internationalization of education, joint degrees between Indian and foreign institutions, and to enable credit transfer. Planning to collaborate with Indian and foreign Universities. How faculties are encouraged to design their own curricular and pedagogical approaches within the approved framework, including textbook, reading material selections, assignments, and assessments etc. Faculty members at the institution are not only empowered but also strongly encouraged to craft industry-ready

curricula tailored to the evolving demands of the professional landscape. This initiative begins with faculty members conceptualizing their own curriculum proposals, which are then subjected to rigorous discussion and approval during Board of Studies Meetings. Crucially, academic freedom is upheld throughout this process, granting faculty members the autonomy to devise innovative teaching methodologies, pedagogical approaches, and instructional techniques within the framework of the approved curriculum. This encompasses decisions regarding textbook selection, supplementary reading materials, assignment structures, and assessment criteria. The commitment to facilitating an enriching teaching-learning experience is evident in the meticulous planning and execution of lesson plans, meticulously recorded in work diaries. Internal assessment components such as quizzes, assignments, mini-projects, surveys, and case studies are integrated into the curriculum to enhance student engagement and comprehension. To ensure the effectiveness of the teaching-learning process, faculty members are encouraged to assess student progress using a combination of standardized rubrics and their own unique assessment tools. This approach enables faculty members to tailor evaluations to the specific needs and learning objectives of each course. Moreover, faculty members are actively encouraged to draw from a diverse array of Indian and international sources when selecting teaching materials, thereby enriching the educational experience with a global perspective. This emphasis on utilizing a wide range of resources reflects the institution's commitment to providing students with a comprehensive and well-rounded education. Overall, the institution's commitment to fostering a culture of innovation and excellence in teaching is exemplified by its support for faculty members in designing dynamic and impactful curricula that prepare students for success in their chosen fields. Describe any good practice/s of the institution pertaining to the implementation of Academic bank of credits (ABC) in the institution in view of NEP 2020. One exemplary practice of the institution regarding the implementation of the Academic Bank of Credits (ABC) in alignment with the National Education Policy (NEP) 2020 is its proactive approach to digital documentation and storage of academic records through the National Academic Depository (NAD). The institution has embraced the digitalization of academic records by ensuring that both the institution and its students are registered with the National Academic Depository. This digital platform provides a secure and centralized repository for academic documents, including transcripts, certificates, and other credentials. Moreover, the institution has taken steps to systematically input and maintain

relevant data pertaining to academic achievements, course credits, and qualifications of students within the framework of the Academic Bank of Credits. This includes documenting details such as course completion, grades obtained, extracurricular achievements, and additional certifications.

17.Skill development:

Describe the efforts made by the institution to strengthen the vocational education and soft skills of students in alignment with National Skills Qualifications Framework The institution has implemented a series of initiatives nurturing essential soft skills among students, in alignment with the National Skills Qualifications Framework (NSQF). One notable endeavor is the introduction of the Personality Enhancement Program (PEP), a mandatory course designed to elevate students' professional acumen. PEP comprises two distinct segments: Life Skills and Lifestyle. The Life Skills segment is dedicated to equipping students with a diverse array of essential competencies, including but not limited to Time Management, Presentation Skills, Leadership Skills, and Teamwork. Through targeted training sessions and practical exercises, students are empowered to enhance their capabilities in these critical areas, thereby augmenting their employability and readiness for the workforce. Concurrently, the Lifestyle component of PEP focuses on fostering the physical and mental well-being of students. Recognizing the importance of holistic development, this aspect of the program addresses aspects such as physical fitness, stress management, and mental resilience. By promoting a balanced and healthy lifestyle, the institution aims to cultivate resilient and empowered individuals capable of navigating the demands of modern life with confidence and vitality. Through these initiatives, the institution endeavours to equip students with the requisite vocational competencies and soft skills essential for success in today's dynamic and competitive professional landscape, all while adhering to the standards and principles outlined in the National Skills Qualifications Framework. Provide the details of the programmes offered to promote vocational education and its integration into mainstream education. The institution collaborates with industry partners to develop vocational training programs that are tailored to meet the needs of specific industries. Through partnerships with companies and organizations, students have access to hands-on training, internships, and real-world experience in their chosen fields. The institution organizes skill development workshops and seminars on a regular basis to enhance students' vocational

skills and knowledge. These workshops cover a wide range of topics including communication skills, problem-solving, leadership, and technical skills relevant to different industries. How the institution is providing Value-based education to inculcate positivity amongst the learner that include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills etc. IFIM College is dedicated to providing value-based education to foster positivity and holistic development among learners. It integrates humanistic and ethical values into the curriculum, emphasizing traits such as compassion, integrity, and respect for diversity. The college places a strong emphasis on constitutional values such as justice, liberty, equality, and fraternity through Constitution of India. Students are educated about their rights and responsibilities as citizens, promoting a deep understanding of democratic principles and governance. Universal human values such as truth (satya), righteous conduct (dharma), peace (shanti), love (prem), and nonviolence (ahimsa) are integrated into various aspects of campus life, fostering a culture of empathy, understanding, and harmony. The college encourages the cultivation of a scientific temper among students, promoting critical thinking, rational inquiry, and evidence-based decision-making. Students are encouraged to question assumptions, analyze information critically, and approach problems systematically. Students participate in community service projects, awareness campaigns, and advocacy efforts to address pressing social issues and contribute positively to society. The College integrates life skills education into the curriculum to equip students with essential competencies for personal and professional success. Skills such as communication, problem-solving, time management, and resilience are emphasized through workshops, seminars, and experiential learning opportunities. Through these initiatives, IFIM College aims to instill values of integrity, empathy, and social responsibility in its students, preparing them to become ethical leaders and positive changemakers in their communities and beyond. Enlist the institution's efforts to: Design a credit structure to ensure that all students take at least one vocational course before graduating. (Initiative was taken) Engaging the services of Industry veterans and Master Crafts persons to provide vocational skills and overcome gaps vis-à-vis trained faculty provisions. (Initiative was taken) To offer vocational education in ODL/blended/on-campus modular modes to Learners. (Initiative was taken) NSDC association facilitates all this by creating a unified platform to manage learner enrolment

(students and workers), skill mapping, and certification. (Initiative was taken) Skilling courses are planned to be offered to students through online and/or distance mode. (Nil) Describe any good practice/s of the institution pertaining to the Skill development in view of NEP 2020. IFIM College has formulated a strategic plan to develop curriculum, value-added courses, and skill development programs aligned with the National Skills Qualifications Framework (NSQF). As part of this initiative, students are encouraged to register under the UGC - NSQF platform and undergo certification. This proactive approach ensures that students receive qualifications that are recognized nationally and adhere to the standards set by the NSQF, thereby enhancing their employability and competitiveness in the job market.

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

Delineate the strategy and details regarding the integration of the Indian Knowledge system (teaching in Indian Language, culture etc,) into the curriculum using both offline and online courses. The Department of Languages at IFIM College is dedicated to preserve and promote Ancient Indian Knowledge Traditions, systems, art forms, and religious practices. To achieve this, we offer a diverse range of language courses including Hindi, Kannada, Sanskrit, Tamil and more. These courses not only serve to foster linguistic proficiency but also serve as gateways to understand India's rich cultural heritage. Moreover, the Department organizes a variety of programs and events throughout the academic year, celebrating the linguistic diversity and cultural richness of India. These events provide students from various departments with opportunities to collaborate and engage in activities that showcase the beauty of Indian languages and traditions. Through these initiatives, the Department of Languages organises Culture Talk series on Indian Knowledge culture and Tradition among students, fostering a sense of pride and connection to India's rich linguistic and cultural tapestry. What are the institutions plans to train its faculties to provide the classroom delivery in bilingual mode (English and vernacular)? Provide the details. IFIM College recognizes the diverse cultural backgrounds of its student body and is committed to delivering courses in languages that optimize learning outcomes. As part of its strategy to provide bilingual instruction, the institution has developed comprehensive plans to train its faculty members accordingly. Faculty members are encouraged to primarily conduct their courses in English, ensuring clarity and consistency in communication. However,

recognizing the value of incorporating local languages to enhance understanding and engagement, faculty members are also equipped to seamlessly integrate vernacular languages into their classroom delivery, as deemed necessary. Moreover, specific emphasis is placed on catering to the requirements of students by fostering an inclusive learning environment that accommodates linguistic diversity. Courses such as Kannada, Hindi, and Sanskrit are offered in their respective Indian and vernacular languages, providing students with opportunities to engage with course material in a language they are comfortable with. By fostering a bilingual teaching approach and support, IFIM College ensures that students have access to high-quality education that is both inclusive and effective in meeting their learning needs. Provide the details of the degree courses taught in Indian languages and bilingually in the institution. As an Autonomous Institution affiliated with Bangalore University, IFIM College is authorized to deliver education primarily in English. However, recognizing the importance of linguistic diversity and catering to the needs of its students, the college offers courses in Hindi, Kannada, Sanskrit, and Tamil as first language. These courses are taught both in their respective Indian languages and bilingually, ensuring that students have access to education in languages they are comfortable with while also promoting multilingualism and cultural appreciation. Describe the efforts of the institution to preserve and promote the following: Indian languages (Sanskrit, Pali, Prakrit and classical, tribal and endangered etc.) Indian ancient traditional knowledge Indian Arts Indian Culture and traditions. IFIM College recognizes the importance of preserving Indian languages, including Sanskrit, Hindi, Kannada and Tamil. The college offers courses in these languages to students, providing them with opportunities to learn and appreciate India's linguistic diversity. Additionally, the college organizes language workshops, seminars, and cultural events to raise awareness about the importance of preserving and revitalizing Indian languages. The Department of Languages has been conducting "KNOW YOUR CULTURE" to promote Indian Knowledge Tradition and Culture. The college endeavours to preserve and promote ancient traditional knowledge systems of India especially Yoga as a part of PEP Life Skills Program. With a motive to promote Indian Arts The college provides platforms for students to showcase their talents in various art forms such as classical dance, music, theater, etc. It promotes Indian culture and traditions through a variety of initiatives. This includes organizing cultural festivals, celebrations of national holidays, and traditional events such as Diwali, Onam, Kannada Rajyotsava, Navratri, etc. Through these concerted efforts, IFIM College aims to instill a

sense of pride and appreciation for India's linguistic, intellectual, artistic, and cultural heritage among its students and stakeholders, contributing to the preservation and promotion of Indian heritage for future generations. Describe any good practice/s of the institution pertaining to the appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) in view of NEP 2020. IFIM College has instituted commendable practices aimed at the judicious integration of the Indian Knowledge system, aligning with the objectives outlined in the National Education Policy (NEP) 2020. One notable practice involves the organization of celebratory events during significant festival seasons, such as Kannada Rajyotsava, Diwali, Navaratri, and Christmas, among others. These events serve as platforms to underscore the cultural richness and significance of Indian festivals. During these festivals, the college community is encouraged to embrace and showcase traditional attire, fostering a sense of pride and connection to Indian culture. Traditional practices and customs are observed during these events, providing students with firsthand experiences of Indian traditions. Furthermore, IFIM College actively promotes holistic well-being through the celebration of Yoga Day, where dedicated sessions are conducted for both students and faculty members. This initiative not only highlights the ancient Indian practice of yoga but also underscores the college's commitment to promoting physical and mental wellness among its stakeholders. Additionally, during festive gatherings like Navaratri and Christmas, collaborative activities such as group dances, the distribution of sweets, and the exchange of gifts further enhance community spirit and cultural inclusivity within the college environment. By fostering such initiatives, IFIM College not only reinforces the cultural fabric of India but also cultivates a sense of unity, respect, and appreciation for the country's diverse traditions and knowledge systems, in line with the vision set forth in the NEP 2020.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

Describe the institutional initiatives to transform its curriculum towards Outcome based Education (OBE)? The General Learning Goals (GLGs) and Learning Objectives (LOs) are framed for all the programs such as General Learning Goals and Learning Objectives GLGs General Learning Goals (GLG) LO's Learning Objectives (LO) GLG 1 Effective Communication and Teamwork 1.1 Oral Communication 1.2 Written Business Communication 1.3 Teamwork GLG 2 Managing Self 2.1 Clarity of Purpose 2.2 Self

Confidence 2.3 Wellness GLG 3 Social responsibility 3.1 Social Awareness 3.2 Social Impact 4.1 Problem Framing GLG 4 Problem Solving 4.2 Evaluation of Alternatives 4.3 Feasible Solutions GLG 5 Analytical Skills 5.1 Extract Relevant Information 5.2 Visualization of Situation 5.3 Articulation of Situation GLG 6 Functional Knowledge 6.1 Knowledge of Social Sciences /Technical Function 6.2 Proficiency in Social Sciences /Technical Tools Explain the efforts made by the institution to capture the Outcome based education in teaching and learning practices. IFIM College places a deliberate emphasis on Outcome-Based Education (OBE) by adopting a learner-centric approach and innovative teaching methodologies. The teaching and learning practices are meticulously designed to align with the core values, vision, and mission of the institution, ensuring that students receive a comprehensive and impactful educational experience. To facilitate OBE, IFIM College employs a variety of strategies to engage students actively in the learning process. These may include interactive lectures, problem-based learning activities, case studies, simulations, and group discussions. Such methodologies not only enhance student participation and critical thinking but also promote a deeper understanding of the subject matter. Moreover, the college integrates assessment practices that are closely linked to desired learning outcomes. Evaluation methods such as project work, presentations, quizzes, exams, and portfolios are carefully selected to gauge students' mastery of the course content and their ability to apply knowledge in practical contexts. Furthermore, IFIM College embraces the Choice-Based Credit System (CBCS) as per the regulations set by Bangalore University. This system provides students with the flexibility to tailor their academic journey by selecting courses and subjects according to their interests, aptitudes, and career aspirations. By offering a diverse range of elective courses and interdisciplinary opportunities, the college empowers students to pursue their academic passions and personalize their learning experience. Describe any good practice/s of the institution pertaining to the Outcome based education (OBE) in view of NEP 2020. IFIM College has implemented several commendable practices in line with Outcome-Based Education (OBE) principles, aligning closely with the objectives outlined in the National Education Policy (NEP) 2020. These practices ensure that students receive a holistic and impactful educational experience geared towards achieving desirable learning outcomes. The institution incorporates General Learning Goals (GLGs) and Learning Objectives (LOs) into its teaching and learning processes. By clearly defining the desired knowledge, skills, and competencies students are expected to acquire, this approach ensures alignment

between course objectives and student learning outcomes. The college mandates internships in the industry for all students, providing them with valuable real-world experience and practical skills relevant to their fields of study. These internships not only enhance students' employability but also allow them to apply classroom learning in authentic professional settings. The college also employs rubrics-based assessment methods across all theory, laboratory courses, project works, assignments, and seminars. This structured approach to assessment ensures consistency, transparency, and objectivity in evaluating student performance against predetermined criteria. Regular feedback is solicited from all stakeholders, including students, faculty, employers, and industry partners. This feedback is systematically analyzed to identify areas for improvement in teaching, curriculum, and learning outcomes. Action plans are then developed and implemented to address any identified gaps, thereby fostering continuous improvement in the educational process.

20.Distance education/online education:

Delineate the possibilities of offering vocational courses through ODL mode in the institution. Initiatives are taken Describe about the development and use of technological tools for teaching learning activities. Provide the details about the institutional efforts towards the blended learning. FIM College employs technological tools to enhance teaching and learning activities, with a particular focus on blended learning approaches. Lectures are recorded using Impartus software, facilitating effective teaching and learning processes. This enables students to access recorded lectures anytime and anywhere, providing flexibility and convenience in their learning experience. Describe any good practice/s of the institution pertaining to the Distance education/online education in view of NEP 2020. IFIM College has instituted a commendable practice in alignment with the objectives outlined in the National Education Policy (NEP) 2020 by providing online learning opportunities. The institution offers free access to courses on the Coursera platform, enabling students to expand their knowledge and skills beyond the traditional classroom setting. Moreover, IFIM College delivers course materials and recorded lectures through e-resources available on platforms such as Impartus and the Learning Management System (LMS), facilitating seamless access to educational content for remote learners.

Extended Profile

1.Programme

1.1 Number of programmes offered during the year:	5

File Description	Documents
Institutional Data in Prescribed Format	View File

2.Student

2.1 Total number of students during the year:	331

File Description	Documents
Institutional data in Prescribed format	View File

2.2 Number of outgoing / final year students during the year:	303

File Description	Documents
Institutional Data in Prescribed Format	View File

2.3 Number of students who appeared for the examinations conducted by the institution during the year:	975

File Description	Documents
Institutional Data in Prescribed Format	View File

3.Academic

3.1 Number of courses in all programmes during the year:	114

File Description	Documents
Institutional Data in Prescribed Format	View File

3.2 Number of full-time teachers during the year:	35

File Description	Documents
Institutional Data in Prescribed Format	

3.3 Number of sanctioned posts for the year:	**35**
4.Institution	
4.1 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**260**
4.2 Total number of Classrooms and Seminar halls	**13**
4.3 Total number of computers on campus for academic purposes	**160**
4.4 Total expenditure, excluding salary, during the year (INR in Lakhs):	**6141697**

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution.

At IFIM College, curricula are meticulously designed to address the dynamic needs of the local, national, regional, and global landscape. The College recognizes that education must not only impart knowledge but also equip students with skills and perspectives that are relevant and applicable beyond the confines of the classroom. The institution provides a diverse array of undergraduate (UG) and postgraduate (PG) programs in alignment with its overarching Vision and Mission. The General Learning Goals (GLGs) and Learning Objectives (LOs) have been meticulously crafted to address local, regional, national, and global

developmental imperatives.

The GLGs and LOs are strategically formulated to emphasize outcome-driven knowledge dissemination, a research-centric approach, and are profoundly reflected in the course outcomes of each program. The GLGs, including Effective Communication and Teamwork, Managing Self, Social Responsibility, Problem Solving, Analytical Skills, and Functional Knowledge, are seamlessly integrated into the curriculum, the teaching-learning process, and the assessment framework.

To reinforce student competency, the College employs Skill-Based Training, Experiential Learning through practice courses (SIP, IIP, RI, and PEP), Student Development Programs, Workshops, Internships, Interdisciplinary/Multidisciplinary research, Projects, and adopts a Choice-Based Credit System (CBCS).

File Description	Documents
Upload additional information, if any	**No File Uploaded**
Link for additional information	**Nil**

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

5

File Description	Documents
Minutes of relevant Academic Council/BOS meeting	**No File Uploaded**
Details of syllabus revision during the year	<u>View File</u>
Any additional information	**No File Uploaded**

1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year

114

File Description	Documents
Curriculum / Syllabus of such courses	<u>View File</u>
Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses	**No File Uploaded**
MoUs with relevant organizations for these courses, if any	**No File Uploaded**
Any additional information	**No File Uploaded**

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced across all programmes offered during the year

4

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	**No File Uploaded**
Any additional information	**No File Uploaded**
Institutional data in prescribed format (Data Template)	<u>View File</u>

1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System

8

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	**No File Uploaded**
Any additional information	<u>View File</u>
List of Add on /Certificate programs (Data Template)	<u>View File</u>

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and Human Values into the curriculum

IFIM College prides itself on its commitment to holistic

education, recognizing that professional success must be anchored in a strong ethical foundation and a deep understanding of societal and environmental responsibilities. The college has seamlessly integrated cross-cutting issues relevant to professional ethics, gender equality, human values, environment, and sustainability into its curriculum.

Professional Ethics – Professional Ethics form the keystone of IFIM's educational ethos, instilling in students a sense of integrity, honesty, and accountability essential for success in their professional endeavours through various courses Business Ethics, Human Capital Management, Business Leadership, Corporate Governance and Strategic Marketing, etc.

Gender - Gender sensitivity is emphasized through courses like Organisational Behaviour, Youth, Gender and Identity, General English, Social Immersion Program (SIP), Kanyathon – Run for Girl Child, Kanyathon Shiksha Kendra, etc to foster an inclusive and equitable environment where every individual feels respected and valued.

Human Values - Human Values are integrated through courses like Organisational Behaviour, Managerial Skills, Performance Management, Personality Enhancement Program (Life Skills and Lifestyles), SIP, Corporate Mentoring, etc. to cultivate empathy, compassion, and social responsibility.

Environment and Sustainability – Students are educated on critical importance of Environmental Sustainability and the pressing ecological challenges facing our planet through Environmental Studies, Social Immersion Program, which is an integral part of the curriculum, students are trained topromote SDG, apply human values, and contribute to environmental and societal well-being.

File Description	Documents
Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum	No File Uploaded
Any additional information	No File Uploaded

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

7

File Description	Documents
List of value-added courses	View File
Brochure or any other document relating to value-added courses	**No File Uploaded**
Any additional information	**No File Uploaded**

1.3.3 - Number of students enrolled in the courses under 1.3.2 above

600

File Description	Documents
List of students enrolled	View File
Any additional information	**No File Uploaded**

1.3.4 - Number of students undertaking field work/projects/ internships / student projects

303

File Description	Documents
List of programmes and number of students undertaking field projects / internships / student projects	View File
Any additional information	**No File Uploaded**

1.4 - Feedback System

1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni	**B. Any 3 of the above**

File Description	Documents
Provide the URL for stakeholders' feedback report	**Nil**
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	View File
Any additional information	**No File Uploaded**

1.4.2 - The feedback system of the Institution comprises the following	**B. Feedback collected, analysed and action taken**

File Description	Documents
Provide URL for stakeholders' feedback report	https://kos.ifim.edu.in/loginIndex.action
Any additional information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of Students

2.1.1.1 - Number of students admitted (year-wise) during the year

331

File Description	Documents
Any additional information	**No File Uploaded**
Institutional data in prescribed format	View File

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

147

File Description	Documents
Any additional information	**No File Uploaded**
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.

IFIM College prioritizes the holistic development of its students by implementing a robust system to assess learning levels and tailor educational experiences accordingly. Recognizing the diverse academic backgrounds and learning paces among students, the college has devised special programs catering to both slow and advanced learners.

Slow Learners: For students who require additional support and guidance, the college offers specialized initiatives. Pre-Learning Material and Post-Learning Materials are uploaded on Keep Learning - LMS for better understanding about the subject. Handouts with simple flow charts, diagrams and important key points are provided to the students to bring improvement in their learning process. To enhance their understanding and proficiency in various subjects, foundation course, bridge course, personalized attention, remedial classes, counselling, and mentorship are provided to help slow learners overcome challenges and achieve their academic goals.

Advanced Learners: For advanced learners seeking to delve deeper into their areas of interest and excel beyond the standard curriculum, IFIM College offers enrichment opportunities such by giving free access to Coursera, Springboard courses, Expert Talks, Guest Lectures, Student Development Programs, research projects through Research Incubation, etc. These programs are designed to stimulate intellectual curiosity, foster critical thinking skills, and nurture a passion for learning among high-achieving students.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	Nil

2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
30/06/2023	773	35

File Description	Documents
Upload any additional information	[View File](#)

2.3 - Teaching- Learning Process

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

IFIM College stands out for its commitment to student-centred learning methodologies, which are integral to enhancing the overall educational experience. Embracing innovative pedagogical approaches, the college prioritizes experiential learning, participative learning, and problem-solving methodologies to foster deep understanding, critical thinking, and practical skills among its students.

Experiential Learning – It is a cornerstone of IFIM's approach, immerses students in hands-on activities, real-world simulations, internships, Social Immersion Program projects, etc are conducted with application-oriented exercises. Project development and project-based learning on latest technologies to make the students to channelise their innovative skills. Industrial Visits pave an effective platform for experiential learning and understand the concepts more clearly and intensively. Through these immersive experiences, students gain practical insights, develop problem-solving skills, and bridge the gap between theory and practice.

Participative Learning - The teaching learning process of the college fosters active engagement and collaboration among students, encourages them to exchange ideas through participative learning such as role-play, subject quiz, debate, news analysis, educational games, discussion on study circle, questions and answer sessions on current affairs, team projects and team assignments.

Problem-solving Methodologies – It is integrated into the curriculum and practice courses such as SIP, RI, case study discussions, Activity Based Teaching, Cognition Skill Based Teaching are catered to the students in order to encourage them to analyse complex problems, think critically, and devise innovative solutions. By tackling real-life challenges within their fields of study, students develop resilience, adaptability, and creativity, preparing them to navigate the complexities of the modern workforce.

File Description	Documents
Upload any additional information	No File Uploaded
Link for additional Information	Nil

2.3.2 - Teachers use ICT-enabled tools including online resources for effective teaching and learning

At IFIM College, educators harness the power of Information and Communication Technology (ICT) to enhance the teaching and learning experience. By integrating ICT-enabled tools and online resources into their pedagogical practices, teachers at IFIM College create dynamic and engaging learning environments that cater to the diverse needs and preferences of students.

Utilizing a variety of digital platforms, multimedia resources, and interactive applications, teachers leverage technology to deliver content in innovative ways, stimulate student interest, and facilitate active participation. Whether through virtual lectures, interactive presentations, online tutorials, or collaborative learning platforms, ICT-enabled tools provide opportunities for students to access information, engage with course materials, and interact with peers and instructors in meaningful ways.

Students benefit from a comprehensive suite of digital resources and cutting-edge technologies to enrich their academic journey. Through Impartus, an innovative online platform, students gain access to virtual classrooms, where they can engage with live sessions and revisit recorded lectures at their convenience, fostering flexibility and autonomy in their learning process. Moreover, faculty members use online teaching tools, PowerPoint presentations, audios and videos to deliver engaging and visually compelling content, enhancing the overall educational experience. The digital creatives and materials meticulously crafted and utilized within the classroom are seamlessly uploaded onto the Keep Learning – Learning Management System (LMS), serving as an invaluable resource for students reference. This repository ensures accessibility to a plethora of educational assets, ranging from multimedia presentations to interactive modules, meticulously curated to enhance the learning experience.

File Description	Documents
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	https://a.impartus.com http://ilearn.ifim.edu.in/
Upload any additional information	**No File Uploaded**

2.3.3 - Ratio of students to mentor for academic and other related issues

2.3.3.1 - Number of mentors

22

File Description	Documents
Upload year-wise number of students enrolled and full-time teachers on roll	View File
Circulars with regard to assigning mentors to mentees	View File

2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

IFIM College prides itself on meticulous preparation and steadfast adherence to its Academic Calendar and Teaching Plans, which serve as foundations of its educational framework.

The preparation process begins with a comprehensive assessment of academic requirements, faculty availability, and student needs. Drawing upon insights from academic experts and stakeholders, the college meticulously designs a structured Academic Calendar, delineating key milestones, including start and end dates of semesters, examination periods, and holidays.

Simultaneously, Teaching Plans are formulated with meticulous attention to detail, outlining the curriculum, learning objectives, teaching methodologies, experiential learning activities, and assessment strategies for each course. Faculty members collaborate closely to ensure alignment between teaching plans and academic calendar, fostering coherence and continuity in the educational journey.

Adherence to these plans is paramount, and IFIM College upholds rigorous standards to ensure compliance. Regular monitoring,

review, and feedback mechanisms are instituted to track progress and address any deviations promptly. This commitment to adherence fosters a conducive learning environment, promoting consistency, accountability, and academic excellence across all disciplines.

In essence, IFIM College's preparation and adherence to its Academic Calendar and Teaching Plans underscore its commitment to delivering a structured and enriching educational experience that empowers students to achieve their academic aspirations.

File Description	Documents
Upload the Academic Calendar and Teaching Plans during the year	**No File Uploaded**

2.4 - Teacher Profile and Quality

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

35

File Description	Documents
Year-wise full-time teachers and sanctioned posts for the year	View File
List of the faculty members authenticated by the Head of HEI	**No File Uploaded**
Any additional information	**No File Uploaded**

2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

21

File Description	Documents
List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years	View File
Any additional information	**No File Uploaded**

2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)

5

File Description	Documents
List of teachers including their PAN, designation, Department and details of their experience	View File
Any additional information	**No File Uploaded**

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

59

File Description	Documents
List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result	View File
Any additional information	**No File Uploaded**

2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year

0

File Description	Documents
Upload the number of complaints and total number of students who appeared for exams during the year	**No File Uploaded**
Upload any additional information	**No File Uploaded**

2.5.3 - IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in the Examination Management System (EMS) of the Institution

IFIM College upholds a robust Examination Management System characterized by objectivity, comprehensiveness, student-centeredness, and credibility, safeguarding the integrity of the institution.

The examination pattern comprises two distinct components:

Formative Assessment, encompassing Continuous Internal Evaluation, Assignments, Case Studies, Projects, Quizzes, Tests, Lab Assessments, and Viva Voce, alongside Summative Examination. Each course's evaluation, totalling 100 marks, integrates both Continuous Internal Evaluation (CIE) and Summative Examination (SEE).

The Office of the Controller of Examinations has spearheaded the integration of Information Technology, revolutionizing the management of the Examination System. Processes including marks entry, grading, percentage calculation, and Cumulative Grade Point Average (CGPA) computation have been automated, ensuring efficiency and accuracy. Additionally, the transition to online payment for Examination Fees reflects the institution's commitment to modernization and convenience.

Currently, efforts are underway to introduce an automated entry system for Internal Assessment marks and streamline the finalization of CIE scores. These advancements underscore IFIM College's commitment to leveraging technology for enhanced administrative efficiency and academic excellence.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional Information	Nil

2.6 - Student Performance and Learning Outcomes

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

IFIM College diligently articulates and disseminates Course Outcomes (COs) for all its courses, ensuring transparency and alignment with program objectives. COs delineate the specific knowledge, skills, and competencies students are expected to acquire upon completion of each course.

The mechanism of communication to teachers and students involves several steps. Initially, COs are meticulously crafted by subject matter experts and faculty members, taking into account industry requirements, academic standards, and program goals. Furthermore,

COs are communicated to teachers through comprehensive course outlines, detailing the curriculum, instructional strategies, and assessment methods aligned with the designated outcomes. Faculty members are encouraged to integrate COs into their course plan, teaching practices, ensuring instructional activities and assessments are designed to facilitate the attainment of specified learning outcomes.

Similarly, students are informed about COs through course syllabi. By understanding and engaging with COs, students gain clarity on their learning goals and can track their progress throughout the course. This transparent communication mechanism fosters a shared understanding among all stakeholders and facilitates meaningful learning experiences at IFIM College.

File Description	Documents
Upload COs for all courses (exemplars from the Glossary)	No File Uploaded
Upload any additional information	No File Uploaded
Link for additional Information	Nil

2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

IFIM College diligently evaluates the attainment of Programme Outcomes (POs) and Course Outcomes (COs) to ensure the efficacy of its educational programs. This evaluation process serves as a crucial mechanism for assessing the extent to which students have achieved the intended learning outcomes and competencies outlined by the institution.

To assess the attainment of POs, IFIM College employs a comprehensive approach that involves collecting and analyzing data from various sources. These may include student performance on standardized assessments, capstone projects, internships, employer feedback, and alumni surveys. By triangulating data from multiple sources, the college gains a holistic understanding of the effectiveness of its programs in preparing students for their chosen careers and further academic pursuits.

Similarly, the attainment of COs is evaluated through ongoing assessment and feedback mechanisms embedded within each course. Faculty members utilize a range of assessment tools such as exams, assignments, projects, presentations, and rubrics to measure students' mastery of specific learning outcomes. Regular review and analysis of assessment results enable faculty to identify areas of strength and areas needing improvement, leading to continuous refinement of instructional strategies and curriculum design.

Overall, the rigorous evaluation of POs and COs underscores IFIM College's commitment to excellence in education and continuous improvement. By systematically assessing the achievement of learning outcomes, the college ensures that its programs remain relevant, rigorous, and responsive to the evolving needs of students and society.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional Information	Nil

2.6.3 - Pass Percentage of students

2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

281

File Description	Documents
Upload list of Programmes and number of students appear for and passed in the final year examinations	View File
Upload any additional information	No File Uploaded
Paste link for the annual report	Nil

2.7 - Student Satisfaction Survey

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

https://ifimbschool-my.sharepoint.com/:b:/g/personal/raghu_c_ifim_
edu_in/EWjId-uoX59IuwM4XkeWO7IBMSpeLmIhBA4hVEGgrsuiVQ?e=gNTVhX

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

3.1.1 - The institution's research facilities are frequently updated and there is a well-defined policy for promotion of research which is uploaded on the institutional website and implemented

IFIM College boasts cutting-edge research facilities that undergo frequent updates, ensuring students and faculty have access to the tools and e-resources. Our institution is committed to fostering a culture of research excellence, underpinned by a well-defined policy for the promotion of research. This policy provides clear guidelines, and the Research Incubation supports faculty members and students to publish research papers

Implemented with diligence and transparency, this policy serves as a guiding framework, encouraging and incentivizing faculty and students to engage in meaningful research endeavours. Through various initiatives and events, the institution actively supports and nurtures research activities across diverse disciplines.

Moreover, the commitment to promoting research extends beyond mere facilitation; the institution strives to create an environment conducive to innovative thinking, collaboration, and knowledge dissemination through five practice courses. By staying abreast of emerging trends and aligning our resources with evolving research needs, IFIM College remains at the forefront of academic inquiry and intellectual advancement.

In essence, our dedication to maintaining state-of-the-art research facilities and fostering a supportive research culture underscores IFIM College's unwavering commitment to academic excellence and innovation.

File Description	Documents
Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	**No File Uploaded**
Provide URL of policy document on promotion of research uploaded on the website	**Nil**
Any additional information	**No File Uploaded**

3.1.2 - The institution provides seed money to its teachers for research

3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)

0

File Description	Documents
Minutes of the relevant bodies of the institution regarding seed money	**No File Uploaded**
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	**No File Uploaded**
List of teachers receiving grant and details of grant received	**No File Uploaded**
Any additional information	**No File Uploaded**

3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year

0

File Description	Documents
e-copies of the award letters of the teachers	**No File Uploaded**
List of teachers and details of their international fellowship(s)	**No File Uploaded**
Any additional information	**No File Uploaded**

3.2 - Resource Mobilization for Research

3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)

0

File Description	Documents
e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations	**No File Uploaded**
List of projects and grant details	**No File Uploaded**
Any additional information	**No File Uploaded**

3.2.2 - Number of teachers having research projects during the year

0

File Description	Documents
Upload any additional information	**No File Uploaded**
Paste link for additional Information	**Nil**
List of research projects during the year	**No File Uploaded**

3.2.3 - Number of teachers recognised as research guides

5

File Description	Documents
Upload copies of the letter of the university recognizing teachers as research guides	**No File Uploaded**
Institutional data in Prescribed format	**No File Uploaded**

3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year

0

File Description	Documents
Supporting document from Funding Agencies	**No File Uploaded**
Paste link to funding agencies' website	**Nil**
Any additional information	**No File Uploaded**

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

Adhering steadfastly to its visionary mission and remaining attuned to the rapid pace of change, IFIM College has spared no effort in cultivating an ecosystem conducive to innovation and research, facilitating the creation and transfer of knowledge. At the heart of this initiative lies the Research Incubation Center, alongside various other strategic endeavours.

The Research Incubation program at IFIM College is meticulously designed to imbue students with critical thinking and problem-solving acumen. This program serves as a catalyst for nurturing a research-oriented mindset, empowering students to not only adapt but thrive amidst today's dynamic business landscape.

Structured to span over two years, the Research Incubation (RI) Program is integrated seamlessly into both undergraduate (UG) and postgraduate (PG) curricula, encompassing disciplines such as BBA, B.Com., BCA, and MBA. For undergraduates, the RI journey embarks from the 3rd semester, while for postgraduates, it commences right from the 1st semester.

Moreover, the institution has spearheaded various initiatives aimed at fostering knowledge creation and dissemination. The campus boasts comprehensive Wi-Fi coverage, complemented by robust broadband connectivity, ensuring seamless access to digital resources. Additionally, a well-appointed library and state-of-the-art computer labs further augment the learning experience, providing students with the tools they need to excel in their academic pursuits.

File Description	Documents
Upload any additional information	**No File Uploaded**
Paste link for additional information	**Nil**

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

09

File Description	Documents
Report of the events	**No File Uploaded**
List of workshops/seminars conducted during the year	[View File](#)
Any additional information	**No File Uploaded**

3.4 - Research Publications and Awards

3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software	**C. Any 2 of the above**

File Description	Documents
Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check	[View File](#)
Any additional information	**No File Uploaded**

3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year

3.4.2.1 - Number of PhD students registered during the year

4

File Description	Documents
URL to the research page on HEI website	**Nil**
List of PhD scholars and details like name of the guide, title of thesis, and year of registration	[View File](#)
Any additional information	[View File](#)

3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year

0

File Description	Documents
List of research papers by title, author, department, and year of publication	[View File](#)
Any additional information	[View File](#)

3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year

34

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	**Nil**

3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

3.4.5.1 - Total number of Citations in Scopus during the year

4

File Description	Documents
Any additional information	[View File](#)
Bibliometrics of the publications during the year	**No File Uploaded**

3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

3.4.6.1 - h-index of Scopus during the year

16

File Description	Documents
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View File
Any additional information	No File Uploaded

3.5 - Consultancy

3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)

0

File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	No File Uploaded
List of consultants and revenue generated by them	No File Uploaded
Any additional information	No File Uploaded

3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year

433422

File Description	Documents
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	[View File](#)
List of training programmes, teachers and staff trained for undertaking consultancy	**No File Uploaded**
List of facilities and staff available for undertaking consultancy	**No File Uploaded**
Any additional information	[View File](#)

3.6 - Extension Activities

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

Throughout the year, IFIM College has actively engaged in extension activities within the local community, aimed at sensitizing students to pressing social issues and fostering their holistic development. These initiatives have yielded significant impact, both within the college community and the surrounding neighbourhoods.

Students have been involved in a variety of outreach programs, ranging from awareness campaigns on environmental sustainability, mental health, blood donation camp, tree plantation, rural community development, etc. Through CSR, SIP, KSK students have gained firsthand exposure to the realities faced by marginalized communities, cultivating empathy, and a sense of social responsibility.

The impact of these activities is palpable, as evidenced by the increased awareness and engagement among students regarding social issues. Many have been inspired to initiate their own projects, collaborating with local organizations and authorities to effect positive change. Moreover, these extension activities have not only enriched the academic experience but have also instilled values of empathy, compassion, and civic engagement among students, nurturing their holistic development as responsible global citizens.

As we continue to expand and refine our outreach efforts, we

remain committed to leveraging education as a tool for social transformation, empowering students to become catalysts for positive change in their communities and beyond.

File Description	Documents
Upload any additional information	**No File Uploaded**
Paste link for additional information	**Nil**

3.6.2 - Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government-recognised bodies during the year

11

File Description	Documents
Number of awards for extension activities in during the year	[View File](#)
e-copy of the award letters	**No File Uploaded**
Any additional information	[View File](#)

3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)

9

File Description	Documents
Reports of the events organized	[View File](#)
Any additional information	**No File Uploaded**

3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year

1060

File Description	Documents
Reports of the events	[View File](#)
Any additional information	**No File Uploaded**

3.7 - Collaboration

3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work

18

File Description	Documents
Copies of documents highlighting collaboration	[View File](#)
Any additional information	**No File Uploaded**

3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)

17

File Description	Documents
e-copies of the MoUs with institution/ industry/ corporate house	**No File Uploaded**
Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year	[View File](#)
Any additional information	**No File Uploaded**

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

IFIM College demonstrates a profound commitment to delivering top-notch education, fostering learning, and promoting research excellence, all supported by robust infrastructure and physical amenities. This dedication ensures optimal utilization and accessibility across various facets.

1. The college boasts well-equipped, ventilated, and spacious smart classrooms outfitted with LCD projectors. Furthermore, the ability to record lecture sessions through Impartus – learning platform enhances accessibility, allowing both students and faculty to revisit these valuable resources at

their convenience.

1. Each department is furnished with state-of-the-art laboratories tailored to their specific needs such as Finance Lab, Computer Lab and Simulation lab with cutting edge softwares, and Psychology Lab. Dedicated computers and related equipment ensure a conducive environment for hands-on learning experiences.

1. IFIM College's commitment to fostering groundbreaking research is evident through the establishment of a Research Incubation Centre. Equipped with advanced research database and softwares, this centre serves as a hub for exploring challenging emerging research domains, facilitating innovation and scholarly advancement.

1. The college's library serves as technology integrated knowledge resource centre, housing a diverse collection of 727 books as of 2022-23, complemented by an extensive repository of 138,712 e-resources. This comprehensive resource pool empowers students and faculty alike in their pursuit of academic and intellectual enrichment.

1. Furthermore, IFIM college features two seminar halls equipped with cutting-edge digital facilities, providing an ideal setting for academic discourse, presentations, and collaborative learning endeavors.

Through these initiatives and investments in infrastructure, IFIM College underscores its unwavering commitment to delivering a holistic educational experience.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	Nil

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

IFIM College is dedicated to fostering a well-rounded environment encompassing academic, cultural, yoga and sports activities, aimed at nurturing the holistic development of its students. The hostel campus offers a range of amenities to support this mission:

- Gymnasium with a weightlifting set
- Separate physical fitness centres for both boys and girls, ensuring inclusivity and accessibility.
- Weight training facility for students aspiring to enhance their physical fitness.

For outdoor recreation and sports, the hostel campus provides:

- Mini football court
- Volleyball court
- Cricket ground
- Table tennis facilities
- Chess boards for intellectual engagement

Additionally, the college features an auditorium capable of accommodating up to 200 individuals. This well-equipped space includes a high-quality woofer sound system, projectors and other essential accessories to facilitate various cultural events and presentations.

Through the PEP Lifestyle program, IFIM College integrates yoga classes into its curriculum, offering students the opportunity to engage in this holistic practice for physical and mental well-being. These yoga classes are not only aimed at promoting physical fitness but also at nurturing mindfulness and stress management skills among students. Furthermore, to encourage consistent participation and commitment, student performance in yoga classes is credited for UG Programs and graded for PG Programs.

Overall, IFIM College's commitment to providing comprehensive facilities reflects its dedication to fostering a vibrant and enriching environment conducive to the holistic growth and development of its student community.

File Description	Documents
Geotagged pictures	[View File](#)
Upload any additional information	**No File Uploaded**
Paste link for additional information	**Nil**

4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities

13

File Description	Documents
Upload any additional information	**No File Uploaded**
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	[View File](#)

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

6141697

File Description	Documents
Upload audited utilization statements	**No File Uploaded**
Details of Expenditure, excluding salary, during the years	[View File](#)
Any additional information	**No File Uploaded**

4.2 - Library as a Learning Resource

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

IFIM College Library encompasses a vast array of resources, including academic books, general books, journals, magazines, research projects, newspapers, and more. Students benefit from a comprehensive search experience facilitated by internet access, e-books, e-journals, and other digital resources available in the digital library.

The library operates with efficient automation software, employing

Libsoft Software - Version 10.0, which has been fully integrated since 2010. This software provides seamless access to digital content and enhances the overall library experience. Key features of the library infrastructure include:

- Access to OPAC (Online Public Access Catalog) facilitated by five computers dedicated to student use.
- High-speed internet bandwidth of 200 Mbps, ensuring smooth online access for research and study purposes.
- Institutional Repository containing student project reports, Bangalore University previous years' question banks, and faculty publications such as research papers and books.
- Utilization of content management systems for e-learning, including NPTEL, NDL (National Digital Library), and platforms like Coursera, enhancing students' access to educational resources.
- Diverse collection of resources, including books, journals, e-journals, projects, and CDs. The library boasts 456 undergraduate books, 271 postgraduate books, 269 unique titles, 9,449 e-journals, 1,415 projects, and 77 CDs.
- Subscription to 13 newspapers.
- The OPAC facility enables users to search the library's collection efficiently by title, author, subject, and more, streamlining the retrieval process for both students and faculty.

With its robust infrastructure and diverse resources, the Library stands as a cornerstone of academic excellence, facilitating research, learning, and intellectual growth of the students as well as teachers.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	http://202.131.156.66/ifimopac/Search.aspx

4.2.2 - Institution has access to the following: e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access to e-resources	A. Any 4 or more of the above

File Description	Documents
Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership	View File
Upload any additional information	**No File Uploaded**

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

2273141

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

4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)

4.2.4.1 - Number of teachers and students using the library per day during the year

320

File Description	Documents
Upload details of library usage by teachers and students	View File
Any additional information	**No File Uploaded**

4.3 - IT Infrastructure

4.3.1 - Institution has an IT policy covering Wi-Fi, cyber security, etc. and has allocated budget for updating its IT facilities

The IT policy of the College is designed to ensure the authenticity of software installations, the responsibility of maintenance, and timely renewal of all software utilized. It provides guidance to stakeholders regarding the usage of the institution's IT facilities,This policy sets directions and provides information about acceptable actions as well as prohibited actions or policy violations.

E-waste Management Initiatives:

- All miscellaneous e-waste items such as CDs, batteries, fluorescent bulbs, PCBs, and electronic items are collected from every department and office and delivered for safe disposal.
- Waste compact discs and other disposable non-hazardous items are repurposed by students for decoration.

Hardware Facilities

- The college is equipped with 200 computers, which are periodically updated and replaced.
- Systems with Dual Core, Core 2 Duo Processors, and Pentium i3 processors are available.
- Additionally, the college possesses 26 LCD projectors, 5 LED TV cum interactive displays, one LED 4K TV, and one interactive board to enhance educational experiences.

Networking Facilities

- The college features a centralized server room housing seven servers.
- A Computer Networking Lab is available for practical training.
- Internet connectivity is provided at 400 MBPS.
- 60 Wi-Fi devices cover the entire campus, providing Wi-Fi and internet services to both staff and students.

Security Features:

- Cyberrom Firewall is installed to secure the campus network, featuring port blocking and content filtering capabilities.
- 31 CCTV surveillance cameras enhance security within the campus.

Through these comprehensive measures, the college ensures a conducive environment for learning, research, and administrative processes, while also prioritizing sustainability and security.

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

4.3.2 - Student - Computer ratio

Number of Students	Number of Computers
773	160

File Description	Documents
Upload any additional information	No File Uploaded

4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus	A. ?50 Mbps

File Description	Documents
Details of bandwidth available in the Institution	View File
Upload any additional information	No File Uploaded

4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing	A. All four of the above

File Description	Documents
Upload any additional information	View File
Paste link for additional information	http://a.impartus.com/login/
List of facilities for e-content development (Data Template)	No File Uploaded

4.4 - Maintenance of Campus Infrastructure

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

`43831493`

File Description	Documents
Audited statements of accounts	[View File](#)
Upload any additional information	**No File Uploaded**

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

The college has established a well-defined policy and system for the maintenance and utilization of all its physical and academic facilities, ensuring efficient management and optimal utilization. Key aspects of this system include:

Classroom Management: Classroom management being the most primary and important work space, it is managed with proper systems and procedures as recommended by the Management and the University. Stock list of assets of Class room property, cleaning and maintenance are done on a regular basis.

Auditorium and Seminar Halls: Bookings for these facilities are meticulously recorded in soft copy for easy reference, ensuring smooth scheduling and utilization.

Library: The library is designed to meet both academic, research and co-curricular needs, aiding students and faculty members in locating, selecting, and acquiring necessary information. Additionally, an E-Library facility is available, enhancing accessibility to digital resources. Annual stocktaking of library books is conducted to maintain inventory accuracy.

Laboratory Management: Laboratory maintenance is overseen by the Laboratory Assistant under the supervision of Admin Head. Annual stock checking and withdrawal/scrap processes are carried out, with repairs and maintenance executed in accordance with the college's common policy.

General Maintenance: The office maintains registers to record complaints related to various facilities, including AC, furniture and fixtures, plumbing, and electrical work. Most complaints are resolved by in-house staff, while outside experts are called upon if necessary. Additionally, the IT support staff performs preventive maintenance activities such as servicing, cleaning, and updating antivirus software for IT equipment on an annual basis.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	**Nil**

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefitted by scholarships and freeships provided by the Government during the year

101

File Description	Documents
Upload self-attested letters with the list of students receiving scholarships	[View File](#)
Upload any additional information	**No File Uploaded**

5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year

49

File Description	Documents
Upload any additional information	**No File Uploaded**
Institutional data in prescribed format	[View File](#)

5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and	**A. All of the above**

Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene) Awareness of Trends in Technology	

File Description	Documents
Link to Institutional website	**Nil**
Details of capability development and schemes	[View File](#)
Any additional information	**No File Uploaded**

5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year

87

File Description	Documents
Any additional information	**No File Uploaded**
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	[View File](#)

5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances through appropriate committees	**A. All of the above**

File Description	Documents
Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee	<u>View File</u>
Details of student grievances including sexual harassment and ragging cases	**No File Uploaded**
Upload any additional information	**No File Uploaded**

5.2 - Student Progression

5.2.1 - Number of outgoing students who got placement during the year

87

File Description	Documents
Self-attested list of students placed	<u>View File</u>
Upload any additional information	<u>View File</u>

5.2.2 - Number of outgoing students progressing to higher education

121

File Description	Documents
Upload supporting data for students/alumni	**No File Uploaded**
Details of students who went for higher education	<u>View File</u>
Any additional information	**No File Uploaded**

5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year

5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

0

File Description	Documents
Upload supporting data for students/alumni	**No File Uploaded**
Any additional information	**No File Uploaded**

5.3 - Student Participation and Activities

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

0

File Description	Documents
e-copies of award letters and certificates	**No File Uploaded**
Any additional information	**No File Uploaded**

5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

At IFIM College, the Student Council plays a vital role in fostering student engagement, representing student interests, and facilitating communication between students and the academic/administrative bodies of the college. The Student Council comprises elected student representatives who serve as the voice of the student body and actively participate in various academic and administrative committees. By providing platforms for student involvement and leadership development, the Student Council encourages students to actively contribute to campus life and pursue their interests outside the classroom.

In addition to organizing events and activities, the Student Council plays a crucial role in representing student interests in the decision-making processes of the college. Student representatives participate in academic and administrative bodies/committees such as the Students Support Cell, Disciplinary Committee, Sports, Cultural, CSR, MRC, Alumni, Placements and Hostel.

Within these bodies/committees, student representatives advocate for student concerns, provide feedback on college policies and procedures, and collaborate with faculty and staff to address

student needs and issues. They serve as a bridge between students and college administration, ensuring that student perspectives are considered in decision-making processes.

Overall, the active presence of a Student Council and student representation in academic and administrative bodies/committees enriches the college experience by promoting student engagement, fostering leadership development, and ensuring that student voices are heard and valued within the college community. Also our student council is working to promote SDG goals.

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

5.3.3 - Number of sports and cultural events / competitions organised by the institution

10

File Description	Documents
Report of the event	No File Uploaded
List of sports and cultural events / competitions organised per year	View File
Upload any additional information	No File Uploaded

5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

Established under the KARNATAKA SOCIETIES REGISTRATION ACT on January 13, 2015, the IFIM Alumni Association operates in accordance with its Memorandum of Association, outlining its aims and objectives:

1. Facilitating the realization of IFIM Institutions' vision and objectives by extending financial, academic, and other forms of support as needed.

1. **Establishing and fostering connections between IFIM Institutions and its alumni, facilitating professional networking opportunities among graduates.**

1. **Actively seeking and mobilizing funds, donations, and contributions to support the ongoing initiatives of IFIM Institutions.**

1. **Providing assistance to students through merit-based and need-based grants, scholarships, sponsorships, placements, etc.**

1. **Promoting a range of professional, educational, cultural, social, and other activities within IFIM Institutes and encouraging alumni participation in these events.**

1. **Championing research initiatives and collaborative projects within IFIM Institutes, fostering financial and technical collaborations with leading research institutions and universities globally.**

1. **Continuously evolving and expanding objectives, as determined by the Trustees, ensuring alignment with the core objectives of the institution.**

The IFIM Alumni Association, guided by its Memorandum of Association, serves as a cornerstone in advancing the institution's mission and fostering a vibrant and supportive community of alumni dedicated to the growth and success of IFIM Institutions.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	**Nil**

5.4.2 - Alumni's financial contribution during the year	**E. <2 Lakhs**

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution

In terms of governance, IFIM College prioritizes transparency, accountability, and inclusivity. Its governance structure is designed to ensure effective leadership aligned with the institution's vision and mission. Perspective plans are formulated with input from various stakeholders, including faculty members, to address emerging challenges and opportunities.

Monthly Executive Council, Quality Council and Finance Committee meetings are conducted by the Management, meticulously oversee the functionality of all statutory and non-statutory bodies, ensuring seamless operations. The collaborative efforts of the Director, Dean, Registrar, and Department Heads, in conjunction with faculty members and stakeholders, drive the design and periodic review of action plans for each academic year. Through iterative meetings and engagements, outcomes are evaluated, and adjustments made to action plans as needed.

Participation of teachers in decision-making bodies is a cornerstone of IFIM College's governance philosophy. Faculty members are actively involved in committees and councils responsible for key academic and administrative decisions. Eminent academicians, industrialists, and administrators, comprising the Governing Body, Academic Council, and Boards of Studies, meticulously craft rules and regulations governing academic and administrative functions, all meticulously aligned with the institute's vision and mission.

A sustainable framework is in place to actively involve teachers in decision-making processes, spanning review meetings and various committee engagements, thereby facilitating the efficient and

effective operation of the institute. Overall, IFIM College's governance framework reflects a commitment to collaborative leadership, strategic planning, and faculty engagement, all aimed at fulfilling its vision and mission.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	Nil

6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management

At IFIM College, decentralization and participative management are fundamental pillars of the institutional framework, fostering a culture of collaboration and empowerment among stakeholders. In this decentralized structure, decision-making authority is distributed among departments, enabling them to address specific academic and administrative matters. Faculty members actively participate in shaping policies, curriculum development and strategic planning under the leadership of the Principal.

Through regular faculty council meetings and open forums, faculty members engage in constructive conversation, sharing insights and perspectives to inform decision-making processes. This participative approach ensures that decisions are inclusive, reflective of diverse viewpoints, and aligned with the institution's overarching goals.

Authority for academic and operational decisions is delegated by the Management and Governing Body to the Principal, underpinned by established policies. The Principal, in turn, directs departmental heads to formulate annual departmental budgets for organised Faculty Development Programs, Student Development Programs, Culturals and other cocurricular events.

At the faculty level, individuals convene various committees and spearhead specialized activities and programs aligned with their expertise and interests. Emphasizing a culture of engagement, faculty members are incentivized to invest time and contribute to both academic and non-academic initiatives, rewarded through the

Effort Credit System.

In essence, IFIM College's commitment to decentralization and participative management empowers stakeholders, cultivates leadership at all levels, and fosters a dynamic and inclusive environment conducive to academic excellence and institutional advancement.

File Description	Documents
Upload strategic plan and deployment documents on the website	View File
Upload any additional information	**No File Uploaded**
Paste link for additional Information	**Nil**

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

In 2022, IFIM College initiated a strategic planning process by convening the Strategic Planning Committee, comprised of key institutional leaders and faculty representatives. Led by the Director, Registrar, Dean, and faculty members, the committee engaged in a collaborative brainstorming session to outline major goals, objectives, and strategies for the institution.

To ensure comprehensive input and inclusivity, suggestions and feedback were solicited from all stakeholders, including parents, faculty, staff, students, alumni, and industry partners. This inclusive approach aimed to capture diverse perspectives and insights, fostering a sense of ownership and commitment to the strategic planning process.

Through this iterative and participatory approach, IFIM College endeavors to design strategies that align closely with its vision and mission, laying the foundation for continued growth and excellence in the years ahead.

File Description	Documents
Strategic Plan and deployment documents on the website	[View File](#)
Paste link for additional information	**Nil**
Upload any additional information	**No File Uploaded**

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

IFIM College embraces a democratic and participatory governance approach to realize its objectives. With a meticulously structured administrative and academic framework, the institution strives for continual enhancement of educational quality and standards, aiming for excellence. The Principal, as the institution's leader, oversees academic administration and management, leveraging well-established statutory and non-statutory bodies.

Adhering to institutional regulations, the organizational structure (attached as PDF) has been implemented to strengthen overall effectiveness. This structure ensures clear lines of authority and communication, with each department or function headed by an experienced professional. It allows for effective management of academic programs, administrative tasks such as IQAC, Placements, Internships, Admissions, Examination, Registrar's Office, research endeavours, and student support services, contributing to the overall success and smooth functioning of IFIM College.

File Description	Documents
Paste link to Organogram on the institution webpage	**Nil**
Upload any additional information	[View File](#)
Paste link for additional Information	**Nil**

6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination	**A. All of the above**

File Description	Documents
ERP (Enterprise Resource Planning) Documen	**No File Uploaded**
Screen shots of user interfaces	[View File](#)
Details of implementation of e-governance in areas of operation	[View File](#)
Any additional information	**No File Uploaded**

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

IFIM College demonstrates a strong commitment to the welfare and career development of both teaching and non-teaching staff through various measures:

- **Healthcare Benefits: Providing comprehensive health insurance coverage and access to medical facilities for staff members and their families.**

- **Professional Development Opportunities: Offering workshops, seminars, and training programs to enhance skills and knowledge, fostering career growth and progression.**

- **Financial Assistance: Offering competitive salaries, performance-based incentives, ensuring financial security and stability.**

- **Work-Life Balance Initiatives: Implementing flexible work arrangements, parental leave policies, sabbatical leave and recreational activities to promote well-being and harmony.**

- **Employee Assistance Programs: Providing support for professional challenges, and access to resources for overall well-being.**

- **Recognition and Rewards: Acknowledging outstanding**

performance and contributions through awards, commendations, and career advancement opportunities.

Both teaching and non-teaching staff at IFIM College benefit from a comprehensive range of welfare measures, including:

Provident Fund (PF), Medical Insurance Coverage. Leave Entitlements, Professional Development Opportunities, Interest-Free Loans, Work From Home Policy, Revised Maternity and Paternity Leave Policies, Workplace Security Measures, Policies addressing Alcohol and Drug Abuse, Non-Discrimination, and Employment Terms, Grievance, Redressal Mechanisms, Sabbatical Leave Policy, Recruitment and Selection Procedures, Referral Programs, Domestic and Overseas Travel Policies, Laptop Usage Guidelines, Paternity Leave Entitlements, Provision of snacks during regular workdays and examination periods

These measures are outlined in the institution's HR processes and policies, ensuring equitable treatment and support for all staff members. It collectively contributes to a positive work environment, employee satisfaction, and retention, fostering a culture of growth and prosperity within IFIM College.

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

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

3

File Description	Documents
Upload any additional information	No File Uploaded
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development / administrative training programmes organized by the Institution for its teaching and non-teaching staff during the year

2

File Description	Documents
Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres)	View File
Upload any additional information	No File Uploaded

6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)

34

File Description	Documents
Summary of the IQAC report	No File Uploaded
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View File
Upload any additional information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the year highlighting the mechanism for settling audit objections (within a maximum of 200 words).

IFIM College conducts regular internal and external financial audits to ensure transparency and accountability in its financial operations. Internal audits are typically conducted by an internal audit team appointed by the institution, while external audits are carried out by independent auditing firms.

Monthly Executive Council (EC) meetings are convened to address any urgent financial requirements at IFIM College. Additionally,

the institution prepares and scrutinizes both annual and monthly cash flow statements meticulously to ensure fiscal prudence. These documents are thoroughly discussed and monitored during EC meetings to maintain financial stability.

Furthermore, the Finance Committee convenes regularly to oversee the daily fund positions. Through these weekly meetings, the committee ensures the optimal utilization of funds, fostering efficiency in financial management. This proactive approach allows IFIM College to address financial needs promptly and make informed decisions regarding resource allocation.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	Nil

6.4.2 - Funds / Grants received from non-government bodies, individuals, and philanthropists during the year (not covered in Criterion III and V) (INR in lakhs)

0

File Description	Documents
Annual statements of accounts	No File Uploaded
Details of funds / grants received from non-government bodies, individuals, philanthropists during the year	No File Uploaded
Any additional information	No File Uploaded

6.4.3 - Institutional strategies for mobilisation of funds and the optimal utilisation of resources

IFIM College prioritizes the efficient utilization of its financial resources to ensure the institution's effective functioning. As a self-financed private institution, tuition fees serve as the primary income source, supplemented by contributions from alumni. These funds are allocated for both recurring and non-recurring expenditures, including infrastructure development and academic enhancements.

To maintain financial oversight, all administrative and academic leaders, along with coordinators of various cells, clubs, and

committees, submit budget proposals for the upcoming academic year. The Finance Committee consolidates these proposals to prepare a comprehensive annual budget estimate, which is scrutinized and approved by the Principal and management.

Strict adherence to the approved budget ensures that funds are allocated appropriately for academic and administrative expenses. Transparency in financial transactions is upheld through proper documentation with bills and vouchers.

Furthermore, annual financial audits conducted by chartered accountants verify compliance with regulatory standards, ensuring financial integrity and accountability within IFIM College

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	**Nil**

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

IQAC has been actively engaged in fostering incremental improvements as evidenced by its regular tasks. IQAC oversees both internal and external ISO audits, ensuring adherence to international standards of quality management. This entails meticulous coordination and preparation for audits, including internal assessments to verify compliance with ISO requirements and external audits conducted by accredited agencies. IQAC plays a crucial role in facilitating the audit process, collaborating with relevant stakeholders to address any identified gaps or areas for improvement. By maintaining a robust system of quality management and continuous evaluation, IFIM College aims to uphold ISO certification and enhance organizational effectiveness.

The institution's quality standards are enhanced, subject to monthly review by the Quality Council head during dedicated Quality Council meetings. These sessions serve as platforms for comprehensive evaluation and discussion of IQAC's performance and

initiatives, ensuring alignment with established quality benchmarks. Through regular reviews, the institution reaffirms its commitment to continuous improvement and excellence in all facets of its operations, guided by the collective expertise and oversight of the Quality Council.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	**Nil**

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

The institution upholds its commitment to quality education through periodic reviews of its teaching-learning process, operational structures, and methodologies, facilitated by ISO audits conducted under the support of the IQAC in accordance with established norms. These ISO audits serve as comprehensive assessments of the institution's adherence to international standards and best practices in education. By systematically evaluating teaching methodologies, curriculum design, assessment practices, and learning outcomes, the ISO audits provide valuable insights into areas of strength and areas for improvement. The IQAC collaborates closely with relevant stakeholders to address any identified gaps or deficiencies, implementing necessary reforms to enhance the overall quality of education. Through this iterative process of review, evaluation, and reform, the institution strives to continuously elevate its teaching-learning process, ensuring alignment with global standards and the fulfilment of its educational objectives.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	**Nil**

6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used	**A. Any 4 or all of the above**

for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)

File Description	Documents
Paste the web link of annual reports of the Institution	**Nil**
Upload e-copies of accreditations and certification	**No File Uploaded**
Upload details of quality assurance initiatives of the institution	<u>View File</u>
Upload any additional information	**No File Uploaded**

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

IFIM College prioritizes the safety and well-being of its staff and students through various initiatives. Comprehensive security measures, including CCTV surveillance across the campus and dedicated security arrangements, are in place to ensure a secure environment. Additionally, the institution provides specialized counselling sessions conducted by psychology professors and implements a robust mentoring system to support students in their academic, emotional, social, and cognitive development.

IFIM College ensured gender diversity in its decision-making bodies, including committees, councils, and student organizations. By promoting the participation of women in leadership roles, the institution strives to amplify diverse perspectives and foster a more inclusive governance structure.

Recognizing the needs of faculty and non-teaching staff, IFIM College has established tie-ups with daycare centres to cater to the childcare requirements. Moreover, it adheres to the norms prescribed by regulatory bodies like the University/UGC/AICTE by forming committees such as Grievance Redressal, Anti-Ragging, Disciplinary, and SC/ST Committees. These committees work towards

providing prompt assistance to students and maintaining a respectful and ethical atmosphere on campus. The institution also encourages the active involvement of female students in various co-curricular activities, including sports, Social Immersion Programs (SIP), and initiatives like Kanyathon—a fundraiser aimed at supporting underprivileged girls.

Through these proactive measures, IFIM College is committed to creating a campus culture that champions gender equity, empowers women, and celebrates diversity in all its forms.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	Nil

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

D. Any 1of the above

File Description	Documents
Geotagged Photographs	[View File](#)
Any other relevant information	No File Uploaded

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

IFIM College collaborates with ELCITA for the safe disposal of degradablke and non-degradable waste, ensuring compliance with environmental regulations and minimizing environmental impact.

Degradable waste - Organic waste generated from canteens, food courts, and kitchen areas is collected and segregated. This waste is collected by ELCITA and then processed through composting units, where it undergoes natural decomposition to produce nutrient-rich compost. It promotes sustainable practices and reducing the environmental footprint.

In handling non-degradable waste, IFIM College emphasizes recycling and proper disposal methods. Dedicated recycling bins are strategically placed throughout the campus for the collection of recyclable materials such as paper, plastics, and glass. These materials are sorted and it was collected by ELCITA and sent to recycling facilities for processing.

For the personal protection it has been advised to the garbage collection staff to use masks while handling the waste which would help in fighting the transmission of infection. College adopts almost paperless concept by digitization of office procedures through email. thus, reducing paper-based waste and reduce carbon dioxide emissions.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	View File
Geotagged photographs of the facilities	No File Uploaded
Any other relevant information	No File Uploaded

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	A. Any 4 or all of the above

File Description	Documents
Geotagged photographs / videos of the facilities	View File
Any other relevant information	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: 1. Restricted entry of automobiles 2. Use of bicycles/ Battery-powered vehicles 3. Pedestrian-friendly pathways	A. Any 4 or All of the above

4. **Ban on use of plastic**
5. **Landscaping**

File Description	Documents
Geotagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	**No File Uploaded**
Any other relevant documents	**No File Uploaded**

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

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following: 1. **Green audit** 2. **Energy audit** 3. **Environment audit** 4. **Clean and green campus recognitions/awards** 5. **Beyond the campus environmental promotional activities**	**D. Any 1 of the above**

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

7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities:	**B. Any 3 of the above**

accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.

File Description	Documents
Geotagged photographs / videos of facilities	[View File](#)
Policy documents and brochures on the support to be provided	**No File Uploaded**
Details of the software procured for providing assistance	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

IFIM College is dedicated to fostering an inclusive environment, boasting a diverse student body hailing from various states. The institution actively promotes education and economic upliftment through initiatives like Kanyathon and other events aimed at fostering communal harmony. As part of its Social Immersion Program, IFIM College conducts lectures in villages to raise awareness about environmental and ethical issues, extending its impact beyond the campus.

Moreover, the institution's extension activities focus on holistic student development, offering lifestyle and life skills programs. IFIM College takes pride in sensitizing students to the cultural, regional, linguistic, communal, and socioeconomic diversities of both the state and the nation. It encourages student participation in a myriad of programs organized by the college, inter-collegiate events, universities, and various governmental and non-governmental organizations, nurturing cultural appreciation and understanding.

Additionally, the college organizes diverse cultural programs celebrating India's rich cultural tapestry, with students showcasing regional folk songs and dances on occasions like Independence Day, Republic Day, and Azad Day. These events foster a sense of unity amidst diversity, promoting cultural exchange and appreciation among students of different backgrounds.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View File](#)

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

IFIM College places great emphasis on sensitizing both students and employees to their constitutional obligations, including values, rights, duties, and responsibilities as citizens of the country. Through various initiatives and programs, the institution endeavours to instill a deep understanding and appreciation of these fundamental principles.

For students, this sensitization begins during orientation and induction programs, where they are introduced to the core values enshrined in the constitution, such as democracy, justice, equality, and liberty. Regular workshops, seminars, and guest lectures are organized to delve deeper into constitutional provisions, discussing rights and duties as well as the significance of upholding them in a democratic society.

Employees are also actively engaged in similar awareness programs, ensuring that they understand their roles as responsible citizens and representatives of the institution. This includes discussions on ethical conduct, respect for diversity, and the importance of upholding constitutional values in their professional and personal lives.

Additionally, IFIM College incorporates constitutional education into the curriculum, integrating relevant topics into various courses to provide students with a comprehensive understanding of their rights and responsibilities as citizens. Through these concerted efforts, the institution aims to foster a culture of citizenship, where individuals are empowered to uphold the values and principles enshrined in the constitution in all aspects of their lives.

File Description	Documents
Details of activities that inculcate values necessary to transform students into responsible citizens	*View File*
Any other relevant information	**No File Uploaded**

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

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

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

IFIM College is renowned for its vibrant and inclusive culture, marked by a rich tapestry of national and international commemorative days, events, and festivals.

On the national front, IFIM College enthusiastically observes significant occasions such as Independence Day, Republic Day, Gandhi Jayanti, Kannada Rajyotsava, Ethnic Day and other various state-specific festivals, showcasing the diversity and unity of India. These celebrations often feature flag hoisting ceremonies, cultural performances, and discussions on the importance of these

historic milestones in shaping the nation's identity.

Moreover, the college takes pride in its active engagement with international events and festivals, embracing cultural diversity and fostering global citizenship among its students. From International Women's Day to World Environment Day, IFIM College organizes insightful discussions, workshops, and awareness campaigns to address pressing global issues and promote cross-cultural understanding.

Furthermore, IFIM College serves as a hub for celebrating cultural festivals from around the world, such as Diwali, Christmas, Onam, Navratri and many more. These celebrations not only offer students a platform to showcase their cultural heritage but also create opportunities for intercultural dialogue and exchange.

In addition to commemorating national and international days, events, and festivals, IFIM College also organizes academic conferences, sports tournaments, and philanthropic initiatives, enriching the college experience and nurturing well-rounded individuals prepared to thrive in a diverse and interconnected world. Through its diverse array of celebrations and events, IFIM College continues to uphold its commitment to fostering unity, diversity, and global citizenship among its students and faculty.

File Description	Documents
Annual report of the celebrations and commemorative events for during the year	View File
Geotagged photographs of some of the events	No File Uploaded
Any other relevant information	No File Uploaded

7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

1. Title of the Practice – "Research Incubation"

2. Objectives of the Practice: To equip students with critical thinking and problem-solving skills. To develop research-oriented thinking which will enable them to thrive and innovate in today's fast changing business environment.

3. The Context: The practice focuses on recent trends in management research and promotes multi-disciplinary research. Motivating faculty members and students to get research grants and publish in ABDC, Scopus, Web of Science and UGC Carelist journals.

4. The Practice: The Research Incubation Program is applicable to both UG and PG Programs. It ensures good quality research is performed. For UG programs it commences from 3rd Semester onwards. Whereas for PG programs it commences from 1st Semester onwards.

5. Evidence of Success: Aims to publish 100 papers across PG and UG programmes and achieves 98% success. Students will be expected to communicate at least one original research paper to a peer reviewed research journal (Scopus/Web of Science indexing) or an International Conference. The Research team and Faculty mentors are the responsible persons for the complete the entire Research Incubation activity. By the end of the course, students will be able to read research papers independently, conduct Literature review, identify research gaps, collect primary/secondary data, perform data analysis, and perform the interpretation of the data analysis. 96 papers are accepted and published in reputed Journals (Scopus/Web of Science/ABDC category/UGC Carelist)

6. Problems Encountered and Resources Required: Lack of sufficient research associates to support the process.

File Description	Documents
Best practices in the Institutional website	https://ifim.edu.in/
Any other relevant information	Nil

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

The Institution was conferred with the status of Autonomy in the year 2020 and has been aspiring to gain global visibility as University with our UG and PG Programs. The thriving feat of IFIM College reverberates on all angles evidently due to a legion of brilliant student community along with a team of astute faculty members. IFIM Institutions stand out as a leading institute of

academic excellence by imparting intellectual, technical, and professional skills to students. The students of IFIM College have always proved their metal in all spheres. The holistic education of our institution chisels them with precision and culls out their talent to perfection. Demonstrating the "Spirit of Humanism" is habitual and indeed one of the finest facets of our institution. The UBA and NSS units have been rendering selfless service relentlessly on its own accord. The Institute has organized various awareness programs and camps to service the public. Kanyathon was organised with a motive "To save the Girl Child". The five curriculum interventions such as Social Immersion Program, Industry Institute Partnership, Corporate Mentoring, Research Incubation and Personality Enhancement Program are considered as distinctiveness of the institution, which provides a platform for the students for the continuously employable, wholistic development and socially responsible.

File Description	Documents
Appropriate link in the institutional website	https://kanyathon.ifim.edu.in/public/
Any other relevant information	No File Uploaded

7.3.2 - Plan of action for the next academic year

• To facilitate continuous upgradation in knowledge and usage of technology

• To provide career guidance through PEP

• To provide holistic value-based education and inculcate entrepreneurial abilities in students to face the challenges of corporate world.

• To encourage and facilitate Research Culture.

• To organize various programs for student through clubs

• To serve the society more effectively through SIP and NSS