



YEARLY STATUS REPORT - 2023-2024

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/Director
• 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)	20/12/2020
• 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/mandatory-disclosure/				
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/mandatory-disclosure/				
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	16/09/2021	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	0	
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	1				

Plan of Action	Achievements/Outcomes
<p>1. Vision, Framework & Benchmarking 2. Research & Innovation 3. Teaching Learning & Evaluation 4. Departments, Committees, Clubs & Others 5. Student Development 6. Governance 7. Signing MOU's 8. Others</p>	<p>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</p>

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

1) Academic Audit ; Financial Audit; ISO Audit

1) Signing MOU' for augmented programs

1) Curricular Interventions like PEP, SIP, Mentoring, Research Incubation, IIP etc for the holistic development of the students. Monitoring and ensuring the smooth conduct of these interventions

13. Was the AQAR placed before the statutory body?	Yes				
<ul style="list-style-type: none"> Name of the statutory body 					
<table border="1"> <thead> <tr> <th data-bbox="67 1574 782 1648">Name of the statutory body</th> <th data-bbox="782 1574 1477 1648">Date of meeting(s)</th> </tr> </thead> <tbody> <tr> <td data-bbox="67 1648 782 1765">Academic Council Meeting, Governing Body</td> <td data-bbox="782 1648 1477 1765">17/08/2023</td> </tr> </tbody> </table>	Name of the statutory body	Date of meeting(s)	Academic Council Meeting, Governing Body	17/08/2023	
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Academic Council Meeting, Governing Body	17/08/2023				
14. Was the institutional data submitted to AISHE ?	Yes				
<ul style="list-style-type: none"> Year 					

Year	Date of Submission
2023	27/02/2024

15. Multidisciplinary / interdisciplinary

1. **Multidisciplinary / interdisciplinary:** Delineate the vision/plan of institution to transform itself into a holistic multidisciplinary institution. IFIM College is committed to nurturing holistic, socially responsible, and employable professionals through a flexible curriculum spanning Commerce, Business Administration, Computer Applications, Journalism, and Psychology, enriched by humanities, languages, and ethics. Our programs cater to students' intellectual, aesthetic, social, physical, emotional, and moral development through multidisciplinary education and diverse platforms, including:

- Multidisciplinary Programs:** Offering BA in Journalism and Psychology for the autonomous batch and Open Elective courses in Commerce, Psychology, Business Administration, and Computer Applications.
- Personality Enhancement Programs:** Focusing on lifestyle and life skills development.
- Social Immersion Program:** Engaging students in community collaboration to address social challenges faced by underserved populations.
- Research Incubation:** Encouraging a culture of innovation through resources and guidance for multidisciplinary research projects.
- Corporate Mentoring:** Connecting students with experienced industry professionals for career guidance and networking opportunities.
- Industry Internship Program (IIP):** Bridging academia and industry by providing practical, real-world exposure to prepare students for their careers.

Additionally, our annual "Fusion" International Conference promotes interdisciplinary collaboration, underscoring our commitment to holistic education. By integrating education and competencies, we ensure our students are well-rounded and prepared for diverse career paths. Delineate the Institutional approach towards the integration of humanities and science with STEM and provide the detail of programs with combinations. IFIM College champions the integration of humanities and sciences with STEM, emphasizing their interconnectedness in fostering innovation and holistic learning. Psychology, integral to STEM, drives scientific and technological advancements while shaping educational frameworks within science and technology. Similarly, Computer Applications epitomizes STEM convergence, offering interdisciplinary approaches to solving complex challenges that impact various domains of modern life. While Commerce and Business Administration are traditionally non-STEM disciplines, IFIM College bridges this gap by offering elective courses such as Psychology for Managers, Mental Wellness, Fundamentals of C-Programming, and Fundamentals of HTML and CSS.

These courses provide students with insights into STEM principles, enriching their academic experience and fostering a multidisciplinary perspective. The institution further cultivates a culture of interdisciplinary thinking through vibrant extracurricular platforms, including Marketing club, HR Club, Analytics club, Literary Club, Cultural Club, IT Club, Entrepreneur club, etc. These initiatives, coupled with comprehensive student development programs, promote critical thinking and a nuanced understanding of interconnected disciplines. By seamlessly blending STEM with humanities and sciences, IFIM College prepares students to navigate and contribute to a complex, ever-evolving world with creativity and adaptability. 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 offers a flexible and innovative curriculum designed to nurture holistic, multidisciplinary education through credit-based courses and projects emphasizing community engagement, environmental stewardship, and value-driven learning. Key offerings include Value-Added Courses that complement academic pursuits, the Industrial Internship Program providing practical exposure, and Project-based Learning fostering hands-on application of theoretical concepts. Innovative projects empower students to explore creative solutions to contemporary challenges. The Social Immersion Program, in collaboration with esteemed NGOs like Youth for Seva and the Center for Education, Environment, and Community, enables students to earn credits while engaging in service-oriented initiatives. Aligned with the Sustainable Development Goals, this program instills social responsibility and environmental consciousness, preparing students to contribute meaningfully to societal betterment. Additionally, participation in the National Service Scheme (NSS) encourages students to take part in camps, events, and community service programs, further reinforcing ethical leadership and civic engagement. Through these diverse platforms, IFIM College equips students with the skills, values, and perspectives essential for creating a positive impact in a rapidly evolving world. 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 and flexible curriculum aligned with the Higher Education Council of Karnataka and Bangalore University guidelines, enabling multiple entry and exit points at the end of the 1st, 2nd, and 3rd years. This structure allows students to tailor their educational journey while maintaining rigorous academic standards.

Modular Course Structure: Courses are divided into smaller, independent modules, allowing students to enter or exit the program at defined intervals. This ensures seamless continuation or transition without compromising educational quality. **Credit-Based System:** Each module is assigned credits based on academic weightage, enabling students to accumulate and transfer credits for re-entry into the program or further studies, ensuring flexibility and continuity. **Elective Courses and Specializations:** A diverse range of electives and concentrations across disciplines empowers students to customize their learning based on career aspirations and personal interests, fostering multidisciplinary education. **Integrated Project-Based Learning:** Real-world, interdisciplinary projects encourage critical thinking, problem-solving, and teamwork, ensuring practical application of knowledge. **Continuous Assessment:** Rigorous evaluations through quizzes, projects, and exams, combined with constructive faculty feedback, uphold academic standards and facilitate student growth. This dynamic curriculum empowers students with autonomy and adaptability, equipping them with the skills and knowledge needed for academic excellence and professional success.

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 dedicated to advancing multidisciplinary research to address critical societal challenges. The institution has developed a robust framework to encourage collaboration across disciplines and foster impactful research initiatives. **Research Incubation and SIP Programs:** Faculty and students from diverse fields collaborate on cross-disciplinary projects, leveraging varied perspectives to tackle pressing societal issues. **Strategic Partnerships:** IFIM College builds networks with academicians and corporates to facilitate knowledge exchange, resource sharing, and collaborative research efforts. **Research Funding and Support:** The institution offers seed funding and research grants to enable innovative projects, field studies, and community-based interventions that address real-world problems. **Academic Platforms:** Research symposia, conferences, and seminars focusing on multidisciplinary themes provide avenues for researchers, policymakers, and practitioners to share insights, exchange ideas, and develop innovative solutions. Through these initiatives, IFIM College promotes a culture of interdisciplinary collaboration, ensuring that research efforts not only generate knowledge but also contribute to sustainable and impactful solutions for society's most urgent challenges. Describe any good practice/s of the institution to promote Multidisciplinary / interdisciplinary approach in view of NEP 2020. To align with NEP 2020 and promote a multidisciplinary and interdisciplinary approach, IFIM College has implemented several good practices: Annual International Conference

- **FUSION:** This flagship event brings together students and faculty across diverse disciplines to exchange ideas, explore synergies, and foster collaboration. FUSION serves as a dynamic platform for interdisciplinary dialogue and innovation. **Research Incubation Centre:** Dedicated to nurturing an interdisciplinary research culture, this center emphasizes projects in humanities and social sciences. It facilitates cross-disciplinary collaborations, innovative research initiatives, and knowledge exchange among scholars from various fields. **Personality Enhancement Program (PEP):** Designed to holistically develop students' professional and personal skills, PEP emphasizes time management, communication, leadership, teamwork, and problem-solving. It also addresses physical and mental well-being, encouraging a balanced lifestyle critical for academic and professional success. **Academia-Industry Linkages:** Strengthening partnerships with industry stakeholders bridges the gap between academic learning and real-world applications. These collaborations leverage industry insights and resources to drive innovation, technological advancements, and research-driven solutions. **Interdisciplinary Approach:** The institution actively fosters intellectual exchange by integrating diverse perspectives and methodologies to address complex societal challenges, cultivating a vibrant ecosystem of creativity, innovation, and transformative impact. These initiatives collectively underscore IFIM College's commitment to holistic education and its alignment with NEP 2020 goals.

16.Academic bank of credits (ABC):

2. **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. The institution is committed to fostering seamless collaboration, advancing internationalization in education, facilitating joint degrees with Indian and foreign institutions, and enabling smooth credit transfer to align with global academic standards and NEP 2020 objectives. Collaborations with Indian and Foreign Universities The institution is actively planning to collaborate with reputed Indian and international universities to establish robust academic and research partnerships. These collaborations will focus on: Student Exchange Programs: Enabling students to experience diverse academic environments and cultural immersion. Faculty Exchange: Promoting knowledge sharing and exposure to global teaching methodologies. Joint Research Initiatives: Encouraging interdisciplinary projects that address global challenges and foster innovation. 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:

3. 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 is taken) The institution plans to introduce a mandatory credit structure requiring all students to complete at least one vocational course as part of their degree. These courses will be allocated 2-4 credits and integrated into the curriculum as electives, ensuring alignment with academic and vocational goals. Engaging the services of Industry veterans and Master Crafts persons to provide vocational skills and overcome gaps vis-à-vis trained faculty provisions. (Initiative is taken) The institution intends to collaborate with industry veterans and master craftspersons to deliver hands-on vocational training. This initiative will bridge the gap caused by limited trained faculty and provide students with industry-relevant skills. To offer vocational education in ODL/blended/on-campus modular modes to Learners. (Initiative is taken) Plans are underway to offer modular vocational education programs through open distance learning (ODL), blended formats, and on-campus sessions. This approach will cater to

diverse learner needs while ensuring flexibility in skilling opportunities. NSDC association facilitates all this by creating a unified platform to manage learner enrolment (students and workers), skill mapping, and certification. (Initiative is taken) Through an association with NSDC, the institution aims to create a unified platform for learner enrollment, skill mapping, and certification. This initiative will streamline vocational education processes and enhance student employability. Skilling courses are planned to be offered to students through online and/or distance mode. The institution is planning to develop skilling courses for online and distance learning, enabling students and workers to access vocational education flexibly, expanding outreach, and fostering inclusivity. Describe any good practice/s of the institution pertaining to the Skill development in view of NEP 2020. IFIM College has formulated a 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)

4. 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 committed to preserving and promoting India's Ancient Knowledge Traditions, systems, art forms, and religious practices. To this end, the department offers diverse language courses, including Hindi, Kannada, Sanskrit, Tamil, and others, which act as conduits to India's rich cultural heritage while enhancing linguistic proficiency. To celebrate and embrace India's cultural and linguistic diversity, the department hosts various programs and events throughout the academic year. These initiatives provide students across disciplines opportunities to collaborate and showcase the vibrancy of Indian traditions and languages. A notable endeavor is the Culture Talk , Ethnic Day, etc which delves into Indian knowledge systems, culture, and traditions, instilling pride and fostering a profound connection among students to India's rich linguistic and cultural legacy. 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 acknowledges the diverse cultural and linguistic backgrounds of its student body and is committed to fostering inclusive and effective learning through bilingual instruction. Faculty members are primarily encouraged to teach in English to maintain clarity, while seamlessly integrating vernacular languages such as Kannada and Hindi where necessary, enhancing engagement and comprehension. The institution has established training programs to prepare faculty for bilingual teaching, ensuring they are adept at accommodating linguistic diversity in the classroom. Additionally, courses in Kannada, Hindi, and Sanskrit are offered in their respective languages, enabling students to connect with the material in their preferred medium. Through this approach, IFIM College ensures access to high-quality, inclusive education tailored to optimize learning outcomes for all students. 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 primarily delivers education in English. However, to honor linguistic diversity and cater to student needs, the institution offers degree courses in Indian languages such as Hindi, Kannada, Sanskrit, and Tamil as first-language options. These courses are taught in their respective languages and bilingually, allowing students to engage with the material in a manner that aligns with their linguistic preferences. This approach not only ensures accessibility but also fosters multilingualism and deepens cultural appreciation among students. 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 actively contributes to preserving and promoting India's rich linguistic, intellectual, artistic, and cultural heritage through a range of initiatives: The college offers courses in Indian languages such as Sanskrit, Hindi, Kannada, and Tamil, providing students opportunities to explore and appreciate India's linguistic diversity. Language workshops, seminars, and cultural events are organized to raise awareness about the significance of revitalizing and preserving these languages. The Department of Languages conducts programs like "KNOW YOUR CULTURE" to promote Indian knowledge traditions and culture. The institution integrates ancient knowledge systems, particularly Yoga, as part of its Personality Enhancement Program (PEP) focusing on life skills. This initiative emphasizes holistic well-being and draws from traditional Indian practices to enrich students' lives. The college supports Indian art forms by offering platforms for students to showcase their talents in classical dance, music, theatre, and other

traditional arts. Regularly organized art exhibitions and performances celebrate India's artistic heritage. The college promotes cultural awareness by celebrating festivals such as Diwali, Onam, Navratri, and Kannada Rajyotsava. These events foster inclusivity and pride in India's diverse traditions. Through these efforts, IFIM College nurtures an appreciation for India's heritage while fostering a sense of identity and pride among its students.

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 implemented several commendable practices to integrate the Indian Knowledge system and promote cultural appreciation in alignment with the National Education Policy (NEP) 2020 objectives. These initiatives include: The college organizes events during key festivals like Kannada Rajyotsava, Diwali, Navaratri, and Christmas to celebrate the cultural richness of Indian festivals. These events encourage students to wear traditional attire and participate in customs, fostering a deeper connection with Indian traditions. In line with promoting holistic well-being, IFIM College celebrates Yoga Day with dedicated sessions for both students and faculty. This highlights the importance of yoga as an ancient Indian practice for maintaining physical and mental health. During festivals like Navaratri and Christmas, the college fosters community spirit through collaborative activities such as group dances, the sharing of sweets, and the exchange of gifts. These events promote inclusivity, unity, and cultural respect within the college. Through these initiatives, IFIM College strengthens its commitment to preserving Indian culture and traditions while fostering an environment of unity, respect, and appreciation for diverse cultural practices, in alignment with NEP 2020's vision for a well-rounded education.

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

5. Focus on Outcome based education (OBE): Describe the institutional initiatives to transform its curriculum towards Outcome based Education (OBE)? IFIM College has made significant strides in transforming its curriculum towards Outcome-Based Education (OBE). The institution aligns its courses with clearly defined learning outcomes that focus on developing critical thinking, problem-solving, and practical skills. The curriculum is regularly reviewed and updated to ensure that it meets industry standards and prepares students for real-world challenges. Continuous assessment methods, including project-based learning, presentations, and evaluations, are employed to track student progress and ensure that the desired outcomes are achieved.

Additionally, faculty members are trained in OBE principles to enhance teaching effectiveness and ensure that the learning objectives are consistently met across all courses. The General Learning Goals (GLGs) and Learning Objectives (LOs) are framed for all the programs such as

General Learning Goals (GLG)	LO's	Learning Objectives (LO)
GLG 1	Effective Communication and Teamwork	1.1 Oral Communication
		1.2 Written Business Communication
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
GLG 4	Problem Framing	4.1 Problem Framing
		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 strategic emphasis on Outcome-Based Education (OBE), adopting a learner-centric approach to ensure that the teaching methodologies align with the institution's core values, vision, and mission. This alignment guarantees that students benefit from a holistic and impactful educational experience that fosters both academic and personal growth. To promote OBE, the college incorporates diverse and innovative pedagogical strategies that actively engage students in the learning process. Methods such as interactive lectures, problem-based learning, case studies, simulations, and group discussions are employed to stimulate critical thinking, encourage participation, and deepen subject comprehension. These techniques not only enhance academic proficiency but also cultivate a practical understanding of theoretical knowledge. Additionally, assessment practices at IFIM College are meticulously designed to measure students' mastery of the curriculum, focusing on the achievement of specific learning outcomes. Evaluations through projects, presentations, quizzes, exams, and portfolios allow a comprehensive assessment of students' ability to apply their learning in real-world scenarios. In alignment with the Choice-Based Credit System (CBCS) prescribed by Bangalore University, IFIM College empowers students with the flexibility to tailor their academic journey. By offering a broad spectrum of elective courses and interdisciplinary opportunities, the institution enables students to pursue academic interests, align their studies with career aspirations, and cultivate a personalized learning experience.

Ii. Describe any good practice/s of the institution pertaining to the Outcome based education (OBE) in view of NEP 2020. IFIM College has embraced several effective practices

in alignment with Outcome-Based Education (OBE) principles, as outlined in the National Education Policy (NEP) 2020. These practices ensure that students receive a comprehensive and impactful educational experience focused on achieving specific learning outcomes. A key aspect of this approach is the integration of General Learning Goals (GLGs) and Learning Objectives (LOs) into the curriculum. By clearly defining the expected knowledge, skills, and competencies, the college ensures a strong alignment between course objectives and student learning outcomes. The institution places a significant emphasis on experiential learning through mandatory internships, allowing students to gain invaluable industry experience. These internships not only enhance employability but also enable students to apply theoretical knowledge in real-world settings, bridging the gap between academia and industry. IFIM College also employs rubrics-based assessments across all courses, including theory, laboratory work, projects, assignments, and seminars. This standardized assessment method ensures consistency, transparency, and objectivity in evaluating student performance against well-defined criteria. To further enhance the quality of education, regular feedback is collected from all stakeholders—students, faculty, employers, and industry partners. This feedback is carefully analyzed to identify areas for improvement, and action plans are developed to address gaps, fostering a culture of continuous improvement and academic excellence.

20.Distance education/online education:

6. 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. IFIM College leverages advanced technological tools to enhance teaching and learning experiences, with a strong focus on blended learning methodologies. One notable initiative is the use of Impartus software to record lectures, allowing for a more flexible and accessible learning environment. This technology ensures that students can revisit recorded lectures at their convenience, enabling them to learn at their own pace and review complex concepts as needed. By integrating such tools, the college effectively bridges the gap between traditional classroom instruction and modern, self-paced learning, empowering students to take control of their academic journey while maintaining high standards of education. 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 and Infosys spring board 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 5

Number of programmes offered during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

2.Student

2.1 834

Total number of students during the year:

File Description	Documents
Institutional data in Prescribed format	View File

2.2 312

Number of outgoing / final year students during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

2.3 832

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

File Description	Documents
Institutional Data in Prescribed Format	View File

3.Academic	
3.1 Number of courses in all programmes during the year:	202
File Description	Documents
Institutional Data in Prescribed Format	View File
3.2 Number of full-time teachers during the year:	38
File Description	Documents
Institutional Data in Prescribed Format	View File
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:	60
4.2 Total number of Classrooms and Seminar halls	15
4.3 Total number of computers on campus for academic purposes	160
4.4 Total expenditure, excluding salary, during the year (INR in Lakhs):	778.68
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). This multifaceted approach ensures that students are not only academically proficient but also possess the practical skills and ethical outlook necessary to thrive in a globally interconnected world.

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	View File
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	View File
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)	View File

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	No File Uploaded
List of Add on /Certificate programs (Data Template)	View File

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 integrates cross-cutting issues relevant to professional ethics, gender equality, human values, environment, and sustainability into both the curricular and extracurricular activities. The institution's Anti-Sexual Harassment Committee organizes various programs aimed at ensuring women empowerment and the safety of female students. Additionally, the National Service Scheme (NSS) unit of IFIM College hosts numerous events and initiatives both on and off-campus, benefiting both students and society at large.

Under the Unnat Bharat Abhiyan (UBA), IFIM College has adopted villages like Gangapura, Koothanadahalli, Mylandahalli, Settiganahalli, and Thirumalakoppa, fostering the inculcation of human values within the student community. Addressing major gender issues, initiatives like Kanyathon are organized to promote the safety and education of girl children.

The college places a significant emphasis on integrating ethical and human values through programs conducted by organizations like NSS, Youth Red Cross (YRC), UBA, and Corporate Social Responsibility (CSR). Furthermore, the celebration of national festivals such as Independence Day and Republic Day serves as effective platforms for promoting patriotic and moral values.

Through the Social Immersion Program, which is an integral part of the curriculum, students are trained to promote the UN Sustainable Development Goals, 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

B. Any 3 of the above

from 1) Students 2) Teachers 3) Employers and 4) Alumni

File Description	Documents
Provide the URL for stakeholders' feedback report	https://kos.ifim.edu.in/login.action
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	No File Uploaded
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	Nil
Any additional information	No File Uploaded

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

379

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)

119

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	No File Uploaded
Paste link for additional information	Nil

2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
30/06/2024	834	38

File Description	Documents
Upload any additional information	No File Uploaded

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	Nil
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	No File Uploaded
Circulars with regard to assigning mentors to mentees	No File Uploaded

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

38

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

49

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

5

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.

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

285

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

www.ifim.edu.in

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

18

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

B. Any 3 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	No File Uploaded
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

3

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	No File Uploaded
Any additional information	No File Uploaded

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

1

File Description	Documents
List of research papers by title, author, department, and year of publication	View File
Any additional information	No File Uploaded

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

5

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

7

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

66

File Description	Documents
Bibliometrics 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

45976

File Description	Documents
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	No File Uploaded
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

8

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	No File Uploaded

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)

8

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

394

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**

17

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 8216 books as of 2023-2024, 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.

File Description	Documents
Upload any additional information	No File Uploaded
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	No File Uploaded
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

15

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)

67.22

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 6756 undergraduate books, and 1460 postgraduate books as on 2024, 269 unique titles, 7389 e-journals, 1,415 projects, and 77 CDs.
- Subscription to various newspapers, including Times of India, Economic Times, The Hindu, Deccan Herald, Indian Express, Business Line, Financial Express, Financial Times, Mint, Business Standard, Vijaya Karnataka, Prajavani, and Bangalore Mirror.
- 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.

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

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								
<table border="1"> <thead> <tr> <th data-bbox="86 360 550 421">File Description</th> <th data-bbox="555 360 1471 421">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 427 550 600">Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership</td> <td data-bbox="555 427 1471 600" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="86 607 550 698">Upload any additional information</td> <td data-bbox="555 607 1471 698" style="text-align: center;">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership	View File	Upload any additional information	No File Uploaded			
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)									
32.78									
<table border="1"> <thead> <tr> <th data-bbox="86 913 550 974">File Description</th> <th data-bbox="555 913 1471 974">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 981 550 1041">Audited statements of accounts</td> <td data-bbox="555 981 1471 1041" style="text-align: center;">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1048 550 1108">Any additional information</td> <td data-bbox="555 1048 1471 1108" style="text-align: center;">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1115 550 1281">Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)</td> <td data-bbox="555 1115 1471 1281" style="text-align: center;">View File</td> </tr> </tbody> </table>	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	
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									
140									
<table border="1"> <thead> <tr> <th data-bbox="86 1527 550 1588">File Description</th> <th data-bbox="555 1527 1471 1588">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1594 550 1686">Upload details of library usage by teachers and students</td> <td data-bbox="555 1594 1471 1686" style="text-align: center;">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1693 550 1749">Any additional information</td> <td data-bbox="555 1693 1471 1749" style="text-align: center;">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Upload details of library usage by teachers and students	No File Uploaded	Any additional information	No File Uploaded			
File Description	Documents								
Upload details of library usage by teachers and students	No File Uploaded								
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 computing facilities, including computer hardware, software, email, information resources, intranet, and internet access facilities. This policy sets directions and provides information about acceptable actions as well as prohibited actions or policy violations.

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
834	84

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. 250 Mbps

File Description	Documents
Details of bandwidth available in the Institution	No File Uploaded
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	Nil
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)

443.55

File Description	Documents
Audited statements of accounts	No File Uploaded
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	No File Uploaded
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

130

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

67

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

A. All of the above

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

510

File Description	Documents
Any additional information	No File Uploaded
Number of students benefitted 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

A. All of the above

awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances through appropriate committees

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

5.2 - Student Progression

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

82

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	No File Uploaded

5.2.2 - Number of outgoing students progressing to higher education

150

File Description	Documents
Upload supporting data for students/alumni	No File Uploaded
Details of students who went for higher education	View File
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. The Student Council organizes a wide range of activities and initiatives aimed at enhancing the overall student experience and promoting a vibrant campus community. These activities may include organizing cultural events, academic events, sports competitions, community service activities, coordinating placement activities and other extracurricular activities. 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.

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

9

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:

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

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

A. ? 15 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

Describe the vision and mission of the institution with regard to governance, perspective plans and participation of the teachers in the decision-making bodies of the institution (within a maximum of 200 words).

The governance framework at IFIM College exemplifies a robust, transparent, and participatory leadership model, deeply aligned with its vision and mission. It fosters an inclusive approach by integrating the perspectives of stakeholders, especially faculty members, in shaping the institution's strategic and operational trajectory.

The governance ethos is upheld through regular convening of the Executive Council, Quality Council, and Finance Committee, which meticulously supervise statutory and non-statutory bodies, ensuring optimal functionality. The synergistic collaboration between the Director/Principal, Dean, Registrar, Department Heads, and faculty

facilitates the formulation and periodic refinement of action plans for each academic cycle. This dynamic process involves iterative evaluations and strategic recalibrations to align with emerging challenges and opportunities.

Faculty participation is a cornerstone of IFIM College's decision-making ecosystem. Teachers contribute significantly to committees and councils that influence academic and administrative policies. The Governing Body, Academic Council, and Boards of Studies, comprising distinguished academicians, industry experts, and administrators, craft frameworks that seamlessly integrate the institution's overarching vision and mission.

A sustainable governance model empowers faculty involvement through review meetings, consultative engagements, and committee roles. This participatory structure ensures that leadership remains collaborative, strategic planning remains visionary, and institutional objectives are effectively realized, reflecting IFIM College's unwavering commitment to excellence in governance.

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

IFIM College upholds decentralization and participative management as foundational principles, cultivating a collaborative and empowering environment for stakeholders. This decentralized framework delegates decision-making authority to departments, enabling them to address academic and administrative matters with precision. Faculty members play a pivotal role in shaping policies, designing curricula, and contributing to strategic planning under the guidance of the Principal.

Regular faculty council meetings and open forums facilitate constructive dialogue, encouraging the exchange of diverse

perspectives to inform inclusive decision-making processes. This approach ensures alignment with institutional objectives while fostering a sense of ownership among stakeholders.

The Management and Governing Body entrust the Principal with academic and operational decision-making authority, guided by established policies. The Principal further empowers departmental heads to prepare annual budgets for initiatives such as Faculty Development Programs, Student Development Programs, cultural events, and other co-curricular activities.

Faculty members are actively involved in various committees, spearheading specialized programs aligned with their expertise. To promote engagement, the institution recognizes and rewards faculty contributions through the Effort Credit System, encouraging involvement in both academic and non-academic initiatives.

In essence, IFIM College's commitment to decentralization and participative management fosters leadership, inclusivity, and innovation, creating a dynamic environment conducive to academic excellence and institutional growth.

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 embarked on a strategic planning process to align its goals with its vision and mission. The Strategic Planning Committee, comprising the Director, Registrar, Dean, and faculty representatives, spearheaded the initiative through a collaborative brainstorming session aimed at identifying major objectives and strategies for institutional growth.

The process was designed to be inclusive, gathering feedback and suggestions from diverse stakeholders, including parents, students, alumni, faculty, staff, and industry partners. This participatory

approach ensured that multiple perspectives were integrated into the strategic framework, fostering a sense of ownership and collective commitment.

A key outcome of this initiative was the design and implementation of actionable plans to enhance academic excellence, student development, and industry engagement. Specific programs, such as skill-based workshops, internships, and faculty training sessions, were introduced to address evolving academic and professional demands. Regular reviews and feedback mechanisms ensured the strategies remained relevant and effective.

This iterative, inclusive process not only strengthened the institution's foundation but also established a dynamic roadmap for continued progress. By prioritizing collaboration and adaptability, IFIM College exemplifies its commitment to fostering a culture of innovation and excellence, ensuring sustained growth and alignment with its long-term vision.

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 adopts a democratic and participatory governance model, fostering a collaborative environment that aligns with its vision of academic excellence. The institution's meticulously designed organogram ensures seamless coordination and effective functioning across various academic and administrative bodies. This structure facilitates the efficient delivery of educational and operational goals through well-defined roles, responsibilities, and communication channels.

At the helm is the Principal, who provides strategic leadership and oversees academic and administrative operations. Supporting the Principal are key statutory and non-statutory bodies, including the

Governing Body, Academic Council, IQAC, and various committees responsible for admissions, placements, internships, examinations, and student welfare. These bodies ensure compliance with institutional policies and promote continuous quality enhancement.

Each department is led by a Head, supported by experienced faculty members and administrative staff, to manage academic programs and ensure effective student engagement. Dedicated teams oversee specialized functions such as research, extracurricular activities, alumni relations, and grievance redressal, contributing to a holistic educational experience.

The organogram also emphasizes transparency and inclusivity, encouraging active participation from faculty, staff, and students in decision-making processes. This systematic approach ensures accountability, fosters innovation, and strengthens IFIM College's commitment to academic excellence and institutional advancement. The detailed structure reflects a robust governance framework for achieving institutional goals.

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	View File
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

8

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

5

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.)

38

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

IFIM College ensures transparency and accountability in financial operations through regular internal and external audits. Internal audits are conducted by a dedicated audit team within the institution, while external audits are performed by reputed, independent auditing firms to maintain objectivity.

The institution prepares detailed monthly and annual cash flow statements, which undergo rigorous scrutiny during Monthly Executive Council (EC) meetings. These meetings address urgent financial requirements, ensuring that financial practices align with institutional goals and regulatory standards.

Additionally, the Finance Committee holds weekly meetings to monitor daily fund positions and oversee resource utilization. This proactive mechanism ensures efficient fund allocation and mitigates potential financial discrepancies. The committee's diligent review of financial processes fosters fiscal discipline and accountability.

Audit objections, if any, are resolved promptly through a systematic mechanism. The internal audit team initially reviews and reports discrepancies to the Finance Committee. Subsequently, corrective actions are implemented, and unresolved issues are escalated to the EC for further deliberation. External audit reports are also examined meticulously, and compliance measures are adopted to address any recommendations.

By conducting these regular audits and establishing robust monitoring mechanisms, IFIM College ensures sound financial management, adherence to statutory regulations, and efficient utilization of resources, thereby upholding institutional integrity and sustainability.

File Description	Documents
Upload any additional information	No File Uploaded
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	No File Uploaded
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)

The Internal Quality Assurance Cell (IQAC) at IFIM College plays a pivotal role in fostering incremental improvements through robust quality management practices. It oversees both internal and external ISO audits, ensuring strict adherence to international quality standards. IQAC coordinates and prepares for these audits by conducting internal assessments, verifying compliance with ISO requirements, and collaborating with external agencies to address any identified gaps. This meticulous approach ensures the college maintains its ISO certification while enhancing operational efficiency and academic excellence.

Incremental improvements achieved under IQAC's guidance include streamlined academic and administrative processes, enhanced use of technology in teaching and learning, and more efficient grievance

redressal mechanisms. Monthly Quality Council meetings led by the Quality Council Head serve as platforms for evaluating these improvements, facilitating comprehensive discussions and timely interventions.

Two best practices institutionalized through IQAC's initiatives include:

Outcome-Based Education (OBE): A structured framework aligning teaching methodologies, assessments, and student outcomes to industry and societal needs, fostering learner-centric education.

Faculty Mentorship Program: A system where faculty members provide personalized academic and career guidance to students, enhancing student performance and holistic development.

These practices, alongside IQAC's continuous evaluation mechanisms, reaffirm IFIM College's commitment to quality enhancement and sustained excellence in all institutional activities.

File Description	Documents
Upload any additional information	No File Uploaded
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	No File Uploaded
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 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)

A. Any 4 or all of the above

File Description	Documents
Paste the web link of annual reports of the Institution	Nil
Upload e-copies of accreditations and certification	View File
Upload details of quality assurance initiatives of the institution	View File
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 is dedicated to ensuring the safety, well-being, and empowerment of its staff and students through a range of initiatives that promote gender equity. The campus is equipped with comprehensive security measures, including CCTV surveillance and dedicated security personnel, to maintain a safe and secure environment. Additionally, specialized counseling sessions led by psychology faculty and a well-structured mentoring system are in place to support students' academic, emotional, social, and cognitive growth.

The institution actively promotes gender diversity in its decision-

making processes by ensuring equitable representation of women in committees, councils, and student organizations. Women's participation in leadership roles is prioritized to encourage diverse perspectives and foster an inclusive governance structure.

To address the childcare needs of faculty and non-teaching staff, IFIM College has partnered with daycare centers, providing essential support for working parents. In adherence to regulatory norms set by bodies such as the University, UGC, and AICTE, the institution has established committees like Grievance Redressal, Anti-Ragging, Disciplinary, and SC/ST Committees. These committees ensure prompt resolution of issues and work towards maintaining a respectful, ethical campus environment.

The college also encourages female students to actively participate in co-curricular activities, including sports, Social Immersion Programs (SIP), and initiatives like Kanyathon, a fundraiser aimed at supporting underprivileged girls.

Through these measures, IFIM College remains committed to fostering a culture of gender equity, empowering women, and celebrating diversity in all its forms

File Description	Documents
Upload any additional information	No File Uploaded
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

C. Any 2 of 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 ensures effective waste management by collaborating

with ELCITA to handle degradable and non-degradable waste in an environmentally responsible manner.

Organic waste from canteens, food courts, and kitchens is systematically segregated and collected. This waste is processed by ELCITA through composting units, where natural decomposition transforms it into nutrient-rich compost, promoting sustainability and reducing the environmental impact.

The institution prioritizes recycling and proper disposal of non-degradable waste. Recycling bins are strategically placed across the campus to collect materials like paper, plastics, and glass. These are sorted and collected by ELCITA for further processing at recycling facilities.

To ensure safety, garbage collection staff are advised to use masks while handling waste, minimizing the risk of infection. Additionally, the college adopts a largely paperless approach by digitizing office processes through emails, reducing paper waste and lowering carbon emissions.

Through these measures, IFIM College upholds its commitment to sustainable waste management, fostering an eco-friendly campus environment.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	View File
Geotagged photographs of the facilities	View File
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

C. Any 2 of the above

File Description	Documents
Geotagged photographs / videos of the facilities	View File
Any other relevant information	No File Uploaded

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
4. Ban on use of plastic
5. Landscaping

B. Any 3 of the above

File Description	Documents
Geotagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	View File
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	View File
Certificates of the awards received	View File
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: 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.

A. Any 4 or all of the above

File Description	Documents
Geotagged photographs / videos of facilities	View File
Policy documents and brochures on the support to be provided	View File
Details of the software procured for providing assistance	View File
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 Ethnic 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. 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. FUN-DUS (fFundamental Duties is incorporated in General English syllabus. 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

<p>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</p>	<p>A. All of the above</p>
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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. Throughout the academic year, the college community eagerly anticipates and actively participates in a myriad of celebrations that not only foster a sense of unity but also promote cultural exchange and awareness.

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

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

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 achieved autonomy in 2020 and aspires to gain global recognition as a University through its UG and PG programs. IFIM College thrives as a center of academic excellence, driven by a brilliant student community and a dedicated team of astute faculty members. The institution stands out by equipping students with intellectual, technical, and professional skills, fostering their holistic development.

Students of IFIM College consistently excel in diverse fields, with their talent and potential being honed through the institution's comprehensive education approach. The college embodies the "Spirit of Humanism," a defining characteristic that resonates throughout its initiatives. NSS and YRC demonstrate relentless dedication by organizing various awareness programs and community service camps, including Kanyathon, a signature event aimed at "Saving the Girl

Child.”

The institution's distinctiveness lies in its five curriculum interventions: the Social Immersion Program, Industry-Institute Partnership, Corporate Mentoring, Research Incubation, and Personality Enhancement Program. These initiatives collectively ensure students are continuously employable, holistically developed, and socially responsible, reflecting IFIM College's commitment to nurturing future-ready individuals.

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

7.3.2 - Plan of action for the next academic year

- To organize workshops, training sessions, and certifications to enhance skills in emerging technologies and foster continuous learning among students, faculty, and staff.
- To provide holistic, value-based education with a focus on entrepreneurial skills to tackle corporate challenges.
- To promote research culture through seed funding, workshops, and faculty-student research collaborations.
- To facilitate digital transformation in administrative and academic processes for efficiency and transparency.
- To serve the society and address the community issues and promote societal well-being through Social Immersion Program (SIP) and NSS.