SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

INTERNATIONAL INSTITUTE OF INFORMATION TECHNOLOGY

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NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Hope Foundation and Research Centre, a Public Charitable Trust/ Society was established by Late Shri. Pralhad P. Chhabria, Founder Chairman of Finolex Group of Companies, a well-known philanthropist and former President of Mahratta Chamber of Commerce, Industries and Agriculture (MCCIA) in the year 1979 with the objective of rendering social service in the field of education, medicine and research. Under the aegis of Hope Foundation, two educational institutes that function are as below.

Educational Institutions:

- Finolex Academy of Management and Technology (FAMT), Ratnagiri
- International Institute of Information Technology (I²IT), Pune

Our institute, International Institute of Information Technology (I²IT) is an Undergraduate Engineering Institution approved by All India Council for Technical Education (AICTE), New Delhi; Recognized by the Directorate of Technical Education (DTE), Govt. of Maharashtra and is affiliated to the Savitribai Phule Pune University and offers 4 years full-time B.E. degree programs in Computer Engineering, Information Technology and E&TC Engineering. Started in 2012 with only three divisions, we have grown to six divisions with approximately 1300+ students on campus.

I²IT has always propagated "Innovation and Leadership" as its mantra to generate out-of-the-box ideas from students and has created innovation ecosystem to nurture these ideas.

Institute practices decentralization by way of several committees taking appropriate decisions. There is an Advisory Council comprising of academicians and industry experts of high National and International repute. The Advisory Council gives recommendations regarding new frontiers of education research and outreach that help in sustaining and improving the reputation of the institute. The Board of Governors (BoG) comprises of top industry experts, President of the trust, other members of the trust, Principal and academic experts. The Board of Governors (BoG) and College Development Committee (CDC) give directions keeping in view the vision, mission and growth of the institute and its perspective plan. The Institute has well established Internal Quality Assurance Cell (IQAC) comprising of senior faculty members, external academic experts, industry representatives and administrative staff.

Vision

- To be a premier academic institution that fosters diversity, value-added education and research, leading to sustainable innovations and transforming learners into leaders.

Mission

- To strive for academic excellence, knowledge enhancement and critical thinking capabilities by adopting innovative and dynamic teaching-learning pedagogies
- To enrich and leverage interactions and associations through Industry-Academia partnerships
- To groom students so as to make them lifelong learners by helping them imbibe professional, entrepreneurial and leadership qualities
- To embrace an environment that allows all stakeholders to benefit from the technology-enabled processes and systems

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Visionary and supportive management team
- Institute has a team of experienced and dedicated teaching faculty members
- Excellent infrastructure and well-equipped laboratories
- Good industry-academia interaction
- Academic excellence
- Secure campus for girl students

Institutional Weakness

- Less number of faculty members with Ph.D. qualification
- Less participation of Alumni in the development of the institute
- Limited academic flexibility being an affiliated institute
- Limited number of IPRs filed

Institutional Opportunity

- To further enhance Entrepreneurship activities
- To create Centers of Excellence in interdisciplinary domains
- To increase industry tie-up for internships and industry consultancy
- Scope to initiate PG programs
- To engage faculty members for quality publications in reputed journals

Institutional Challenge

- To encourage students to participate in competitive examinations of public service commission
- Matching of syllabus revision cycle of affiliating university with the changing requirements of industry
- Retention of faculty members

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Hope Foundation's International Institute of Information Technology (I²IT) leverages its affiliation with SPPU to provide a robust curriculum co-developed with industry experts. This ensures the curriculum stays relevant and prepares students for the ever-evolving tech landscape.

I²IT goes beyond traditional assessments. Personalized support, advanced assignments, and remedial classes cater to individual student needs. Engaging teaching methods and industry-oriented projects further equip students for real-world challenges. Additionally, Value Added Courses (VACs) and Massive Open Online Courses (MOOCs) empower students to delve deeper into specialized areas, explore cutting-edge advancements, and develop industry-specific skills.

I²IT fosters a unique vision, nurturing not just technically proficient engineers, but also ethically conscious, socially responsible, and environmentally aware individuals. Events on ethics, gender, and the environment expose students to diverse perspectives and prepare them for complex challenges and leadership in a sustainable future. Dedicated mentorship and faculty development programs further ensure exceptional learning experiences.

At I²IT, continuous improvement is paramount. By collecting and analyzing feedback from students, faculty, employers, and alumni, the institute gains a holistic understanding of its strengths and weaknesses. This approach allows for:

- Continuous Improvement: Teaching methods, resource allocation, and institutional policies.
- Enhanced Student Learning**:** Implementing strategies to boost student engagement, address learning challenges, and ensure graduates possess the necessary skills and knowledge.
- Increased Employability**:** Aligning programs with industry needs to prepare students for successful careers.
- Stronger Reputation: Demonstrating a commitment to continuous improvement and responsiveness to stakeholder needs.

Teaching-learning and Evaluation

The Student Enrolment from the academic year 2018-19 to 2022-23 is filled to capacity.

The student – Full time Teacher Ratio for the latest completed Academic Year 2022-23 was 23.76:1.

The Institute follows the philosophy of Student Centric techniques to enhance the teaching learning process. Student Centric techniques are imparted to the students are as follows:

Experiential Learning	Participative Learning	Problem Solving Methodologies
• Industrial Visit	• Flipped classroom	• Crossword Puzzle

• Project based learning • Internship • Seminar	• Peer Learning • Collaborative Learning • Role Play • Paper Chain Matching Pattern • Think Pair Share • Word Search Activity • Flashcard Activity • Group Discussion	• Criss Cross Puzzle • Jeopardize Activity • Final Year Project • Mini Project • Quiz

These techniques ensure the active participation of students in creative learning with the development of their problem-solving ability. Faculty members adapt the student centric techniques, ICT facilities and online resources for affective teaching learning mentods which will orient the process towards Outcome Based Education (OBE).

Internal assessment is carried out through the Class Tests and Mock Practical's. Continuous assessment is carried out through theory assignments, laboratory experiments, seminar reviews, Internship reviews and project reviews with the help of rubrics. External assessment is done by means of University Examinations, where in the faculty members participates in the Central Assessment Program (CAP).

The course objectives and outcomes for each course are defined by the course coordinator, the attainment of which is calculated by using various direct-indirect assessment tools. All the course outcomes are mapped with Program Outcomes (POs) and Program Specific Outcomes (PSOs) whose attainment is calculated, analysed and appropriate corrective measures are taken to ensure continuous improvement in academic standards.

Research, Innovations and Extension

The institution has established the Research, Development, Consultancy, and Collaboration (RDCC) Cell to promote research endeavours among faculty members and students. This cell devises comprehensive policies, including provisions for financial aid to support faculty development. Notable projects receive funding from Govt. bodies like the Department of Science and Technology (DST), AICTE and SPPU. Particularly noteworthy is the Indo-Asian project, backed by a substantial Rs 30 lakh grant from the ASEAN India S&T Development Fund (AISTDF) under the Ministry of External Affairs and the Department of Science & Technology, Government of India. Spearheaded by our institute, this initiative focuses on developing near real-time regional TEC mapping using GNSS stations in the low-latitude ASEAN region. Additionally, the institution provides essential infrastructure, equipment, and on-campus facilities conducive to research.

In fostering an innovation ecosystem, the institution has established cells like IIC, IPR, and EDC. Workshops and seminars are regularly conducted to encourage innovative practices and foster industry-academia collaboration. Over past five years, the institution has organized 220 workshops including FDPs, seminars, Guest lectures by industry experts and International Conference IEEE PuneCon2022.

Faculty members have published over 105 papers in UGC CARE-listed journals and 59 papers were presented at National/International conferences, including book chapters, in the past five years. The institution provides crucial support, including infrastructure, facilities, and financial assistance, empowering faculty members in

their research.

Extension activities serve as invaluable platform for sensitizing students to social issues and fostering their holistic development. Through active engagement in various initiatives, students not only contribute positively to societal welfare but also undergo transformative experiences shaping their character. These extension activities underscore the institution's commitment to social responsibility and community engagement.

Additionally, the institution has established over 30 functional MoUs/ linkages with various and industries in India over the past five years, facilitating internships, training, project collaborations, and research endeavours for both faculty members and students.

Infrastructure and Learning Resources

Institute has developed adequate infrastructure and learning resources in the campus to achieve its objective of excellent education. The campus is beautified by gardening and landscaping.

Adequate spaces for classrooms, laboratories, and library, hostel, Convention Centre and seminar hall. The entire campus is CCTV enabled to ensure the safety of all students. The campus has a well stacked library, well equipped laboratories, playground, and gymnasium. The college has one auditorium with seating capacity of 300. Every department is equipped with sufficient number of computer having internet connectivity. The classrooms are equipped with LCD projectors to facilitate the modern teaching methods. The institution has an approach for improving the infrastructural facilities which would facilitate teaching learning processes.

The college maintains well-equipped laboratories featuring equipment and facilities for conduction of practicals. These labs play a crucial role in conducting practical classes aligned with the curriculum's requirements. Each lab is equipped with software and open-source tools, ensuring alignment with curriculum demands and industry-relevant teaching methods. Library is automated using Integrated Library Management System (ILMS) and adequate e-resources & journals are subscribed. The library is optimally used by the faculty and students. The I²IT library has the computing facility and software to streamline various processes, enhance user experience, and improve overall efficiency.

I²IT central library has user friendly, fully automated cloud based WEB DESK ERP. The new software was installed as a part of Integrated Library Management System (ILMS) and now all the library operations are computerised. This software is used to enable librarian to manage their collections more effectively, ensuring that materials are easily accessible to patrons. Safe drinking water facilities through installation of aqua-guards at various places in the campus, in the hostels and in the departments are available. College has two separate hostels for boys and girls.

Student Support and Progression

Every year, I²IT students receive government and non-government scholarships. The Institute offers several financial assistance schemes through scholarships to meritorious and deserving students. A shortlist of such meritorious and deserving students is prepared and submitted to the student financial support committee of the institute. The committee carefully scrutinizes each and every application and recommends financial assistance,

entry-level and merit scholarships, academic excellence awards and fee concessions to eligible students.

Institute encourages capacity development and skill enhancement activities to enhance students capabilities. Additionally, I²IT has signed a MoU with Vinsys IT Services (India) Pvt. Ltd., a professional soft-skills training company based in Pune. Resource persons from Vinsys company regularly conduct sessions on soft-skills, language and communication skills for third-year students. Dedicated time slots are assigned in the timetable for these sessions. I²IT physical education director regularly conducts yoga and fitness sessions for the students. We arrange guest lectures regularly for students to become acquainted with the latest trends in technology.

The institute adopts a comprehensive approach to address student grievances, including cases of sexual harassment and ragging. The institution maintains a clear and transparent policy outlining the procedures for addressing student grievances. Regular awareness programs and workshops are conducted to educate students about their rights, the institution's policies and the consequences of misconduct such as sexual harassment and ragging.

The institute has dedicated placement cell that facilitates interactions between students and potential employers. This involves organizing recruitment drives, conducting mock interviews, and offering career counselling to prepare students for the job market.

Institute encourages students to participate in cultural and sports activities which reinforces the values of teamwork, creativity and resilience preparing students to excel not only academically but also in their future careers and endeavours.

The Alumni Association of I²IT is committed to nurturing a vibrant and engaged community of alumni dedicated to the advancement of our alma mater and the collective success of its members. Through our vision, mission and objectives, we aspire to create enduring connections, foster continuous learning, and empower individuals to reach their fullest potential.

Governance, Leadership and Management

I²IT has always propagated "Innovation and Leadership" as its mantra to generate out-of-the-box ideas from students and has created innovation ecosystem to nurture these ideas.

Institute practices decentralization by way of several committees taking appropriate decisions. There is external Advisory Council which gives recommendations to the Board of Governors (BoG) comprising of top industry experts, members of the trust, Principal and academic experts. Board of Governors (BoG) takes strategic decisions keeping in view the vision, mission and growth of the institute and its perspective plan. Thereafter, the decisions of Governing body are communicated to College Development Committee (CDC) consisting of senior faculty and administrative staff members. The Institute has well established Internal Quality Assurance Cell (IQAC) comprising of senior faculty members, external academic experts, industry representatives and administrative staff.

Being an un-aided, self-financing, private institution, the institute adopts a strategy for mobilizing funds and optimization of resources. The tuition and development fees remain a basic and major source of revenue. The fee of the eligible candidates from the reserved category is reimbursed as per the norms by the Social Welfare Department of the Government of Maharashtra. The Institute is not a recipient of any financial support directly from the regulatory bodies. However, research grants are received from various Govt /Non-Govt organizations

based on the proposals submitted.

All employees, including faculty and staff, undergo yearly appraisals. A committee, appointed by the head of the institute, oversees the evaluation process by verifying the information submitted by each faculty and staff member. During this evaluation, the committee provides feedback on areas for improvement and encourages employees to enhance their qualifications, increase research publications, pursue research proposals/grants, obtain patents, and participate in professional development activities such as FDPs, STTPs, Workshops, and NPTEL courses.

Institute has IQAC which was established in the year 2015. It has been strengthened based on the inputs received from the Pear team visit during the NAAC Cycle-I in 2019. IQAC sets the processes and been updated those on the need basis as well as the inputs from the stake holders from time to time.

Institutional Values and Best Practices

The institution is dedicated to upholding Institutional Values and Social Responsibilities through various initiatives and measures.

The institution has taken proactive steps towards gender equity by implementing measures to promote gender equality.

Additionally, the institution has prioritized sustainability efforts by implementing various facilities and initiatives. This includes promoting alternate sources of energy (Solar), implementing energy conservation measures, managing degradable and non-degradable waste, conserving water resources, and fostering green campus initiatives.

Furthermore, the institution regularly conducts quality audits pertaining to the environment and energy to ensure adherence to set standards and continuous improvement.

Institutional efforts extend beyond environmental concerns to fostering an inclusive environment that embraces cultural, regional, linguistic, communal, and socioeconomic diversity. Sensitization programs are conducted to educate students and employees on constitutional obligations, including values, rights, duties, and responsibilities of citizens.

The institution takes pride in implementing best practices that align with its values and goals. These practices serve as a testament to its commitment to excellence and innovation.

The Institution's Distinctiveness lies in its comprehensive approach to addressing social and environmental issues, its commitment to diversity and inclusivity, and its adherence to high standards of quality and sustainability.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	INTERNATIONAL INSTITUTE OF INFORMATION TECHNOLOGY
Address	P-14, Rajiv Gandhi Infotech Park, MIDC- Phase 1 Hinjawadi, Pune, Maharashtra
City	Pune
State	Maharashtra
Pin	411057
Website	www.isquareit.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Vaishali V. Patil	020-22933441	9595459547	020-2293419 1	naac2018-19@isqu areit.edu.in
IQAC / CIQA coordinator	Mohan S Mahalakshmi Naidu	020-22933442	7040253454	020-2293419 1	mohans@isqareit. edu.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	15-02-2021	View Document
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	02-06-2023	12	
AICTE	View Document	02-06-2023	12	

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	P-14, Rajiv Gandhi Infotech Park, MIDC- Phase 1 Hinjawadi, Pune, Maharashtra	Rural	10.22	40805

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BE,Electronics And Telecommunication Engineering,	48	HSC	English	60	57
UG	BE,Computer Engineering,	48	HSC	English	180	179
UG	BE,Information Technology,	48	HSC	English	120	120

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	3				11				43			
Recruited	1	1	0	2	4	2	0	6	13	30	0	43
Yet to Recruit	1				5				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				4				13			
Recruited	0	0	0	0	3	1	0	4	0	13	0	13
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				2
Recruited	0	1	0	1
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				23
Recruited	13	10	0	23
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				14
Recruited	11	3	0	14
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	3	1	0	0	0	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	9	0	11
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	3	2	0	0	1	0	7
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	0	0	12	32	0	45
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	4	0	0	4

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		**From the State Where College is Located**	**From Other States of India**	**NRI Students**	**Foreign Students**	**Total**
UG	Male	230	13	0	0	243
	Female	109	4	0	0	113
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	50	37	39	37
	Female	28	28	27	24
	Others	0	0	0	0
ST	Male	17	10	5	4
	Female	5	2	2	1
	Others	0	0	0	0
OBC	Male	124	79	67	76
	Female	85	64	58	57
	Others	0	0	0	0
General	Male	586	547	453	405
	Female	293	273	224	205
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1188	1040	875	809

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institution's vision is to evolve into a holistic multidisciplinary institute. Affiliated with Savitribai Phule Pune University (SPPU), it follows the university's curriculum, which blends humanities and science with STEM disciplines alongside subject-specific programs. All courses in the curriculum are credit-based. The syllabus framework typically includes: Engineering Sciences, Humanities and Social Sciences, Program specific subjects, Elective Courses, and Employability Enhancing Courses. For holistic development, audit courses such as Stress Management by Yoga, Copyrights and Patents, Cyber Laws and Use of Social Media, Constitution of India, Green and Unconventional Energy, Leadership

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	and Personality Development, Startup Ecosystems, Water Supply and Treatment, Waste Management and Pollution Control, Intellectual Property Rights, Ethics and values in IT etc. have been incorporated in the curriculum Furthermore, the sports department of the institute organizes various activities such as Yoga sessions, cycling events, and Marathons, aimed at enhancing students' physical and mental well-being. Additionally, the National Service Scheme (NSS) unit and the Student Development section conduct numerous community engagement and service initiatives. The university acknowledges the importance of these activities by giving weightage in marks to participating students. The Institute offers various additional courses such as, value-added courses, workshops, and seminars to students each semester. The University provides honor, and elective courses in both TE and BE classes. Students have the flexibility to choose honor courses and elective subjects to support their multidisciplinary education. Project based learning is included in the University curriculum from FE to BE. TE students work on internships and mini-projects. BE students carry out mini and major projects. TE students work on multidisciplinary projects during internships. BE projects cover areas like society, industry and environment, agriculture and energy management etc. In alignment with the National Education Policy (NEP), the Institute offers honor courses in various subjects as prescribed by the university to promote multidisciplinary and interdisciplinary approaches. To instill the vision of the NEP among faculty members, the Institute conducts sessions focusing on the benefits of adopting a multidisciplinary education system. The Institute has established partnerships with several online education platforms, including NPTEL, Spoken Tutorial (Project IIT Bombay), Infosys Springboard, GDSC Club, and Swayam. Additionally, it has Memorandum of Understanding (MoUs) with renowned industries. Through these partnerships, the Institute organizes workshops and facilitates internship and placement opportunities for students, ensuring they are well-prepared for the industry.
2. Academic bank of credits (ABC):	The institute is affiliated with SPPU, receiving its syllabus from the university. Courses in all programs are credit-based, following SPPU guidelines. SPPU

	mandated that all affiliated institutes establish an Academic Bank of Credits (ABC) for students. Our institute followed this directive and all students are enrolled under the Academic Bank of Credits (ABC). Faculty members, in collaboration with industry experts, actively contribute to the development of the SPPU curriculum. They design supplementary courses, including value-added and add-on courses, to enrich the academic offerings. Additionally, Audit courses are introduced to prepare students for international education opportunities. Utilizing Information and Communication Technology (ICT), faculty members create course materials and assignments. They employ diverse pedagogical approaches such as collaborative learning, Quizzes, Group discussions, Role plays, Flipped Classroom, and Think-Pair-Share to foster active engagement in the learning process. Faculty members conduct assessments within the framework provided by SPPU, leveraging ICT tools effectively.
3. Skill development:	Departments offer Value-Added Courses and Add-On Courses that prioritize skill-based learning. Additionally, the institute has taken the initiative to allocate dedicated five hours in the timetable of all third-year classes for Training and Placement activities. To promote blended learning, the Institute has cultivated partnerships with various online education platforms such as NPTEL, Indian Institute of Remote Sensing (IIRS), EduSkills, and Cisco platforms, Spoken Tutorial (Project IIT Bombay), Infosys Springboard, GDSC Club, and Swayam. Through these partnerships, the institute conducts skill development programs and soft skill programs aimed at bolstering vocational education. In its efforts to reinforce vocational education, the institute has established Memorandums of Understanding (MoUs) with entities like EduSkills and Cisco platforms. Our students have successfully completed internships through these platforms, earning globally recognized certifications and gaining valuable experience that enhances their employability prospects in both Indian and International companies. To foster a positive mindset among learners, the institute organizes events such as the celebration of Constitution Day (observed annually on 26th November to honor the adoption of the Constitution of India), Oath ceremonies under the Main Hoon

	Bharat Campaign "In Search of the Real Heroes of India" aimed at making society a better place to live in, Voter registration drives, Blood donation camps, Donation drives, and cleanliness drives, all aimed at providing value-based education. To ensure that students undertake at least one vocational course before graduation, SPPU has incorporated Internships, Mini-Projects, and Major Projects into the curriculum. Additionally, the SPPU curriculum integrates Soft Skills, Code of Conduct, and Employability Skill Development Courses for second-year classes, aligning students with the National Skills Qualifications Framework. The Institute appoints Adjunct Faculties to provide vocational training from industry veterans, bridging gaps in trained faculty provisions. Furthermore, in accordance with the Institute Research Policy, financial support is extended to all faculty members for their professional development endeavors.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	To cultivate a deeper understanding and appreciation of Indian cultural traditions, the institute hosts a variety of cultural programs. These initiatives encompass a range of activities: "Granth Dindi": This event focuses the significance of Indian Granthas and celebrates Indian culture through cultural activities. "Shiv Poojan": A tribute to the Emperor Chhatrapati Shivaji Maharaj, this event highlights his brave achievements and showcases traditional musical instruments such as the Dhol and Lazim. "Traditional Day": This occasion provides a platform to showcase the diverse culture of costumes of various Indian states, celebrating the rich tapestry of Indian cultural heritage. "Art Exhibition": An exhibition that showcases the vibrant spectrum of Indian art forms, offering insights into the country's artistic legacy. "Mehfil": During this occasion, students exhibit their talents in singing, poetry, and shero- shayari, demonstrating the essence of Indian culture. Additionally, the Student Development Section and Cultural Section of the institute encourage and support students' participation in Marathi Bhasha Din, Marathi-language elocution competitions, Purshottam Karandak, Youth Festival etc. Through National Service Scheme (NSS) camps, students gain exposure to Indian rural life, broadening their understanding of the country's diverse cultural landscape. Each department of the institute hosts a

	student association where, in addition to technical events, numerous activities showcasing Indian culture are organized.
5. Focus on Outcome based education (OBE):	The institution, being affiliated with Savitribai Phule Pune University (SPPU) follows the guidelines and curriculum specified by SPPU. The institute has created a framework for developing and putting into practice outcome-based education (OBE). The Course Objectives and Course Outcome (Cos) of every course are well defined in the curriculum itself by SPPU. However, if needed, Course Objectives and Course Outcomes can be redefined in accordance with Bloom's Taxonomy. The COs are further aligned with Program Outcomes (POs) and Program Specific Outcomes (PSOs). The attainment of COs, POs and PSOs is determined by the use of direct and indirect assessment tools. To achieve the set Course Outcomes and keeping in mind the students' cognitive abilities, the institute adapts various teaching learning methodologies such as Project Based Learning (PBL), Experiential Learning, Collaborative Learning etc. The institute also organizes numerous industrial visits and expert sessions to inculcate professional abilities among students. The Department Advisory Board (DAB) consisting of industry advisors guide the departments for organizing the various industry oriented programs. In addition to promoting domain-specific learning outcomes, the institution helps students develop their social, ethical, and entrepreneurial abilities, enabling them to actively contribute to the social, environmental, and economic well-being of the nation.
6. Distance education/online education:	The institute is prepared for Open and Distance Learning (ODL) system through different online modes such as Google Classroom and Microsoft Teams apps enabling students to attend the sessions remotely if need arises. All classrooms are equipped with internet and LCD projectors to enable online learning. The institution advocates teaching-learning through virtual platforms. For each course Google Classroom is set up by the course teacher for sharing learning contents with students. Faculty members are also engaged in the creation of online contents and e-contents development that promote the blended learning system. To encourage blended learning, I²IT has established collaborations with NPTEL, Indian

Institute of Remote Sensing (IIRS), Spoken Tutorials, EduSkills and Cisco platforms. Students at I²IT now have a plethora of free or extremely inexpensive online learning options because of the academic partnerships with these organizations. From 2019-20 to 2023-24 total of 1500+ number of students have completed certifications through NPTEL and Spoken Tutorial and Coursera platforms. Many students have completed internships through EduSkills and Cisco platforms. These certifications and internship programs are globally recognized, which helps our students get employment in a range of Indian and international companies.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, an Electoral Literacy Club has been established in the institute. It's a different initiative aimed at fostering awareness and understanding of the electoral process among students.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The institute has appointed both student coordinators and coordinating faculty members for the Electoral Literacy Clubs (ELCs), thereby ensuring their operational functionality. These ELCs not only fulfill their intended purpose but also demonstrate a representative character, embracing a diversity of perspectives and active engagement from the student community. Such institutional measures underscore the institute's dedicated commitment to fostering electoral literacy and democratic participation among students.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The Electoral Literacy Clubs (ELCs) has initiated a variety of innovative programs and initiatives aimed at fostering active engagement in electoral processes and enhancing democratic participation. Noteworthy among these efforts is the voluntary participation of students in various electoral activities, including involvement in voter registration drives targeting both student demographics and their respective communities. Additionally, the clubs assume a leadership role in organizing voter awareness campaigns, with the overarching goal of augmenting comprehension and involvement in the electoral process among students and the broader community.

4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The institute has embarked upon numerous socially pertinent projects and initiatives pertaining to electoral-related matters, placing a distinct emphasis on awareness campaigns. Through these endeavors, the institute endeavors to disseminate precise information regarding electoral processes, voter entitlements, and the consequential import of democratic engagement.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Quantifying the population of unregistered students aged 18 and above is crucial for understanding their engagement in electoral processes. To address this, the Electoral Literacy Clubs (ELCs) and the institute have instituted mechanisms aimed at facilitating voter registration for eligible students. The ELCs organize voter registration drives and informational sessions to streamline the documentation process required for enrollment. These efforts are integral to promoting electoral participation among the student community.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1188	1040	875	809	782

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

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

Response: 45

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	47	42	44	46

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
469.52	333.57	271.98	367.29	381.22

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

International Institute of Information Technology (I²IT) leverages its affiliation with Savitribai Phule Pune University (SPPU) to provide students with a robust academic foundation. The curriculum development process involves not only the Board of Studies at SPPU, but also reputed faculty members and industry experts from renowned institutions and organizations. This collaborative approach ensures that the curriculum stays current and relevant, preparing students for success in the ever-evolving world of technology.

Our programs offer a well-rounded mix of Engineering science, Humanities, Professional core, Professional electives. At our Institute, we follow the Plan-Do-Check-Act strategy to ensure and improve the quality of Teaching Leaning through Internal Quality Assurance Cell (IQAC).

At our institute, we are committed to providing a quality educational experience through a standardized, systematic and transparent Teaching-learning process. Our institute aligns its academic calendar with the affiliating university, while each program also has its own detailed calendar outlining scheduled activities for each semester. The Academic Planning and Monitoring Committee (APMC) sets the guidelines for developing these calendars and ensuring a vibrant learning experience. We closely monitor various aspects like lecture delivery, practical sessions, question paper quality, and evaluations to ensure they consistently meet high standards.

Class tests are conducted regularly alongside theory assignments and lab experiment evaluations. To cater to individual needs, we offer:

- Slow learner activities: Personalized support for students who require additional time or guidance.

- Advanced learner assignments: Challenging projects for fast learners to hone their skills further.

- Remedial classes: Extra support for students who need to improve their performance after university exams.

We believe in engaging students actively. Faculty members employ innovative teaching methods like Role Plays, Flipped Classroom, etc. to spark curiosity and promote participation.

Institute conducts Add-on and Value-added courses by industry experts and encourage students to take

up internships and sponsored projects in the industry so as to prepare students for hands-on skills as required by the industry.

- Through dedicated mentorship, we help students identify and hone their specific skills and interests.

- We encourage them to participate in various competitions, showcasing their innovative ideas and talents to the world.

- We actively engage students in the learning process through co-curricular and extra-curricular activities, fostering a vibrant academic environment.

A robust mentoring system provides personalized support and guidance to students.

- We invest heavily in our faculty, offering regular development programs that emphasize the importance of effective teaching and learning, as well as assessment techniques based on Bloom's taxonomy.

- This ensures our faculty remains at the forefront of pedagogical advancements, equipped to deliver exceptional learning experiences for every student.

Overall, our commitment to a systematic and transparent Teaching-learning process, combined with dedicated faculty development, guarantees continuous improvement and provides an unparalleled learning environment for our students. Overall, our institute fosters a dynamic learning environment that caters to individual needs, promotes innovative thinking, and equips students with the skills and confidence to excel in their chosen fields.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

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

Response: 50

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

1.2.2

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

Response: 71.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
1051	897	538	358	509

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

I²IT's vision nurtures engineering students who are not only technically proficient but also ethically conscious, socially responsible, and environmentally aware for the challenges of the 21st century. This empowers them to become leaders who contribute to solving complex challenges and building sustainable future. Integrating diverse viewpoints in classrooms, projects, and guest lecturers can challenge students' preconceived notions and encourage them to consider the ethical, social, and environmental implications of their engineering decisions from various angles.

The environment at the institute helps students to analyze, synthesize and interpret the causes by:

Professional Ethics: At I²IT, we believe in embedding ethical engineering practices for students to ensure integrity, accountability, and societal well-being through responsible decision-making and by motivating students to organize and participate in the events like COVID-19 awareness campaigns, food security, plastic free environments etc. The National Service Scheme (NSS) unit, Student Development section, and Department Student Associations at I²IT, provides engineering students a platform where they foster social responsibility, teamwork, and collaboration, nurturing communication and leadership skills with essential benefits. Students apply engineering principles practically in solving real-world problems, promoting ethical considerations in decision-making. By engaging in community service, students understand societal needs and the role of technology in addressing them. Overall, these events complement classroom learning, equipping students with the skills and values for ethical and socially responsible engineering practice.

Gender: Gender equity events, like self-defense camps and International Women's Day celebrations, etc. are organized at I²IT for promoting diversity and addressing gender disparities. I²IT emphasis gender inclusivity and empowerment. With a focus on promoting women's participation and leadership in technology and engineering fields, I²IT aims to create a supportive and inclusive environment for female students. By fostering inclusivity and advocating for gender equity, these events contribute to a more diverse and vibrant engineering community, empowering them to pursue and excel in engineering careers.

Human Values: The institute is established with a holistic approach to education that places a strong emphasis on human values. By nurturing ethical awareness, social responsibility, and empathy, the institute prepares students not only to excel in their chosen fields but also to become compassionate and ethical leaders who make a difference in the world by organizing events, like Orphanage Visits, Charity Events, and Tree Plantation etc. They instill social responsibility, ethical awareness, and environmental consciousness, fostering community engagement and personal development. Through teamwork and collaboration, students grow personally and professionally, becoming well-rounded, empathetic, and socially conscious engineers.

Environment and Sustainability: The institute prioritizes sustainability through a green campus, waste management, renewable energy integration, cleanliness drive, tree plantation drives, and community engagement etc. to offer hands-on learning, fostering problem-solving skills through interdisciplinary collaboration. They cultivate environmental consciousness, enhance professional development, community engagement, and global impact, preparing our students to be socially responsible leaders.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2

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

Response: 25.42

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

Response: 302

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 100

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

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

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

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

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

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

Response: 92.99

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

2022-23	2021-22	2020-21	2019-20	2018-19
98	93	53	68	46

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

2022-23	2021-22	2020-21	2019-20	2018-19
98	97	58	73	59

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 23.76

2.3 Teaching- Learning Process

2.3.1

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

Response:

The Institute adapts student-centric methodologies to impart quality technical education by way of Project-Based Learning (PBL), Peer learning, Interactive learning, Flipped classroom, Problem solving methodologies etc. These innovative practices ensure the active participation of students and creative learning with the development of their problem-solving ability.

The Institute encourages all faculty members to orient towards Outcome-Based Education (OBE). Faculty members use innovative methods in teaching & learning process. They provide platform to students for independent exploration, self-study and guide them to develop effective learning skills.

Experiential Learning:

Industrial visits and internships are essential components of the educational curriculum in most graduate programs. As part of hands-on instruction, such educational outings introduce students to real-world working situations while also providing a practical perspective on an idea relevant to their domain. Industrial visits bridge the gap between theoretical learning and industry practices by providing students with first-hand industry experience. In addition to industrial visits, students are also encouraged to work on internship opportunities in industries.

Seminars and guest lectures by industry professionals are a valuable source of learning for students who want to gain a practical understanding of their domain.

Participative Learning

Student participation is ensured by applying different participative learning activities like Brainstorming sessions, Quizzes, Peer learning and role-play during the regular lectures. This helps in understanding the concepts & working methodologies more effectively. Faculty plays an important role in designing & executing various participatory activities. The faculty uses audio-visual aids and other Information and Communication Technology (ICT) tools like Google-Classroom in their teaching.

Peer Learning allows learners to focus on understanding than remembering. This develops a spirit of collaboration among learners and makes their understanding more effective. Advanced Learners are provided with opportunities to tackle numerical problems on the board, thereby allowing slow learners to follow along at their own pace.

Problem Solving Methodologies:

PBL is a student centric pedagogy that involves dynamic classroom approach in which students acquire deeper understanding through exploration of real-world challenges and problems.

In First year, students are given the opportunity to select a small project of their choice which addresses any social issues and problems which are faced by citizens. Students are encouraged to come out with innovative ideas and solutions to these problems. Student presentations are held so that they can share their ideas with other students.

Students in the second and third year are also encouraged to do Mini projects. Final year students are encouraged to take up industry sponsored projects to gain practical knowledge as well as to get exposure

to new technologies used in industries.

Use of ICT Tools by faculty members:

ICT is an impactful tool for students learning experience. ICT provides the flexibility and availability of learning material to all students. Faculty members share all the relevant teaching material like lecture notes, PPTs, videos, question banks, assignments etc. with the students through Google classroom. Faculty members also share the additional online resource links like relevant NPTEL courses with the students for a better learning experience.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	47	42	44	46

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

2.4.2

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

Response: 27.95

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	14	12	12	11

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Institute academic calendar is prepared by IQAC coordinator in-line with the affiliating university academic calendar. All departments prepare their departmental calendar in-line with the Institute academic calendar incorporating details of commencement and conclusion dates of teaching, schedule of class tests, Guest lectures, Add-on courses and practical examination dates. The department academic calendar serves as a guideline for Continuous Internal Evaluation (CIE) and teaching-learning process.

As a part of continuous assessment three class tests are conducted in each semester. Each subject teacher ask the students to solve the assignments based on each unit. Class tests and assignments form part of the Continuous Internal Evaluation (CIE) for the attainment of Course Outcomes (COs).

Department conducts following internal examinations as part of continuous evaluation of students.

- Three class tests are conducted in each semester and each class test is based on 2 units.
- Mock practical and oral examinations are conducted for SE, TE and BE students before the university practical examinations.

- Student performance is assessed during practicals and theory assignments for timely completion and understanding of the topics.
- At least two reviews for seminars and mini-projects are conducted in a semester for TE and BE students. For final year projects, a maximum of seven reviews are conducted.

Marks obtained by student in class tests, attendance in theory and practicals, conduction of practicals, timely submission of assignments and practical reports constitute towards Term work marks.

As per the guidelines given by Academic Planning and Monitoring Committee (APMC), the following initiatives have been devised to prepare quality question papers for all class tests.

- A departmental examination coordinator is appointed at the beginning of the academic year for smooth conduction of all internal examinations.
- Subject teacher prepares class test question papers keeping in view the Course Outcomes and Blooms taxonomy level (BTL) of the questions.
- The quality of question papers is assessed by Program Assessment Committee (PAC) of department which comprises of HoD, APMC Coordinator, Academic Coordinator, Exam. coordinator and Dept. IQAC coordinator.
- The assessed answer sheets of the class tests are given to students to understand and analyse their own performance. If they are not satisfied, they can meet their subject teacher or Exam Coordinator.

In-semester and End-semester examinations are conducted by the affiliating university and students appear for the examinations following all the guidelines, rules and regulations of the university.

The grievances related to university examinations are addressed by the affiliating university itself. Students can raise their grievance through the "on-line" portal of university and obtain photocopies of their answer sheets from the university. If they are not satisfied with the marks, they can apply for revaluation of the answer sheets. Results of revaluation are communicated by university directly to the student.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) are well displayed on the institute website as well as displayed at prominent places on the campus such as the display board at the Department entrance, HoD cabins, Display at laboratories & classrooms, Faculty rooms / cabins in the department. POs, PSOs and COs are highlighted during the Parent-Teacher meetings, Department meetings / IQAC meetings, Alumni meets, Placement activities, during industry interaction events and in Department newsletters, along with the Vision and Mission of the institute.

During the First year induction program, students along with their parents are given the knowledge of POs, PSOs, COs, Vision, Mission, rules and regulations of the Institute by the Principal and the First Year HoD.

Course Outcomes (COs), Program Outcomes (POs), and Program Specific Outcomes (PSOs) are maintained in the course files by the faculty members of all the departments.

The industry experts are invited for various events to interact with students and teachers. They share their experiences on how a specific course helps to shape a career and thus encourage students to look positively towards the outcomes of the program they are studying.

To strengthen the learning outcomes, the institute makes efforts by organizing Faculty Development Programs (FDPs), workshops, conferences, and seminars by inviting industrial experts, professionals and resource personnel from other colleges, which helps to improve the knowledge base among faculty members. Principal, HoDs, and Academic Planning and Monitoring Committee (APMC) coordinator makes sure that every faculty has understood the OBE philosophy while assessing the COs and POs articulation matrix thereafter the evaluation is carried out through students' performance in the internal and external examinations.

Program Outcomes (POs) are defined by National Board of Accreditation (NBA) taking into consideration the graduate attributes to be attained by every student after completion of his / her degree program. Total twelve POs are defined by NBA for Indian universities for various degree programs of studies.

Mapping levels of CO's, PO's and PSO's are decided by individual faculty members for their own course. Levels from 0 to 3 are decided depending on the correlation of a particular Course Outcome (CO) with each of the Program Outcomes (PO) and Program Specific Outcomes (PSO). Level zero indicates that there is no correlation between CO and PO / PSO; whereas level 3 indicates that there is high correlation between the corresponding CO and PO / PSO. Based on the correlation levels, articulation matrix is created for each course which is used further for finding the CO-PO-PSO attainments.

CO-PO-PSO attainment levels are reviewed every year and efforts are taken by faculty members to achieve improved academic performance of the students.

If for a particular course, PO / PSO attainment is low then special efforts are taken by respective faculty member to improve the attainment level. It may include arranging additional guest / expert lectures from industry personnel or conducting Add-on course or value-added course with prior approval from the respective HoD.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Course Outcomes (COs) are defined by the course coordinator in-line with the affiliating university curriculum. Program Outcomes (POs) are defined by NBA and are common for all engineering degree programs. The course coordinator disseminates COs during lecture sessions, through class test question papers and on important occasions. Attainment of Course Outcomes is one of the most important aspects of Outcome Based Education (OBE). The COs and Program Specific Outcomes (PSOs) are defined at the start of OBE implementation. The COs must be assessed and evaluated at the end of each course to determine whether or not they have been attained.

The assessment of the COs is carried out through a combination of internal assessment tools and external assessment tools.

Internal Assessment Tools are as below:

1. Class Tests
2. Theory Assignments
3. Continuous Assessment for Oral / Practical / Term-work
4. Project Reviews

External Assessment Tools are as below:

1. University Exam Results for Theory subject.
2. University Exam Result for Oral / Practical.
3. University Exam Result for Project Presentations.

The CO attainment goal is set based on the difficulty level of the course syllabus and the difficulty level of the question papers. If CO attainment achieved the target level in the current assessment year, then the target level is incremented by moving average i.e. taking average of previous university exam results, observing the difficulty level of the course syllabus and difficulty level of the question paper. And if the COs do not attain the target, then the same target is continued for that academic year. Attainment levels for different departments are set at the institute level in line with Academic Planning and Monitoring Committee (APMC) guidelines. A minimum of 50% of students scoring target marks are considered as level 1 with a subsequent increase of 10% for level 2 and level 3.

Attainment Level 1: 50% of students scored more than the set target in the assessment.

Attainment Level 2: 60% of students scored more than the set target in the assessment.

Attainment Level 3: 70% of students scored more than the set target in the assessment.

The attainment level of COs is being calculated by considering 80% weightage of the external assessment and 20% weightage of the internal assessment.

PO and PSO attainment are divided into two components, and they are Direct Attainment and Indirect Attainment. For PO and PSO attainment level calculation, 80% weightage is considered from direct attainment and 20% weightage is considered from indirect attainment. Direct attainment is calculated through the CO's attainment which are mapped with PO's and PSO's. An articulation matrix is prepared for each course to show CO-PO-PSO mapping. If PO attainment achieved the target level in the current assessment year, then the target level is incremented by 5%. If the POs do not attain the target, then the same target is continued for that academic year, and various activities such as guest / expert lectures, Add-on or Value added courses are planned in the upcoming academic year to improve the PO attainment level. Indirect Attainment is calculated through Course End Survey, Students' Exit Feedback, Alumni Feedback, and Employers' Feedback.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.3

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

Response: 97.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
223	234	197	221	177

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

2022-23	2021-22	2020-21	2019-20	2018-19
234	234	201	223	189

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 20.95

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.18586	0	0	18.00465	2.76038

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Aligned with the institution's overarching vision of fostering sustainable innovations and nurturing individuals to assume leadership roles, a dedicated "Innovation Ecosystem" has been instituted to cultivate students with ingenious ideas and aspirations to establish their own ventures. The Entrepreneurship Development Cell (EDC) was established in January 2016 to identify and support talented individuals exhibiting entrepreneurial inclinations. To date, the EDC has facilitated the establishment of 25 startups.

Expanding its purview to encompass innovation-driven endeavors, the Institution's Innovation Council (IIC) was established in accordance with the directives of the Ministry of Education (MoE), Government of India, and the All India Council for Technical Education (AICTE) in June 2020. The Institution Innovation Council is aimed to promote innovation and entrepreneurship within the institution. The council is tasked with conducting various innovation, Intellectual Property Rights (IPR) and

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entrepreneurship-related activities as per the directives of MoE. It's responsibilities include identifying and rewarding innovations, organizing workshops, seminars, and interactions with industry professionals, fostering networks with national entrepreneurship development organizations, and creating an institution's innovation portal to showcase innovative projects undertaken by faculty and students. Moreover, the council actively organizes Hackathons, idea competitions, and mini-challenges with industry engagement to stimulate innovation and entrepreneurial spirit within the institution.

The IIC orchestrates a spectrum of events such as Hackathons, idea competitions, and mini-challenges in collaboration with industry stakeholders. Noteworthy recent engagements include the successful organization of the Pune Smart City Health Hackathon 2022, a Workshop on "Implementation of National Education Policy (NEP) 2020 Multidisciplinary Education" and the Internal Smart India Hackathon 2022. Notable achievements from the IIC include clinching the National Award at the Smart India Hackathon 2022, securing semifinalist status in TiE Biz QuoTient 2023, and undertaking the DISCOM Bill Management Consultancy Project for Thane Municipal Corporation, Thane, Maharashtra. Recently, one of our student startup, POYV Pvt. Ltd, had participated in the Startup Mahakumbh at Bharat Mandapam, Paragati Maidan, New Delhi. Honorable Prime Minister had congratulated and also guided these set of startups in this event.

Additionally, our institution houses a dedicated Research & Development, Consultancy, and Collaboration (RDCC) Cell, known as the Pralhad P. Chhabria Research Center (PPCRC), named after our esteemed founder chairman. Functioning as a prominent hub of academic and research activities on a global scale, the PPCRC boasts three Centers of Excellence (CoE) in Geoinformatics, Artificial Intelligence (AI), Cloud Computing & Cyber Security. Research and Development endeavors span diverse fields including AI, Cloud Computing, Machine Learning, Disaster Risk Reduction (DRR), Geoinformatics, Internet of Things (IoT), Space Science, and Big Data Computation, among others. Thematic Research Groups (TRGs) comprising 3-4 faculty members have been established, aligning their research pursuits with the aforementioned CoEs to produce knowledge products such as research papers, patents, copyrights, and workshops.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.2.2

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

Response: 218

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

2022-23	2021-22	2020-21	2019-20	2018-19
42	67	45	37	27

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 1.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	14	8	8	13

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

3.3.2

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

Response: 1.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	21	9	7	6

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

3.4 Extension Activities

3.4.1

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

Response:

Extension activities conducted within the neighborhood community serve as opportunities for sensitizing students to pertinent social issues, fostering their holistic development, and nurturing a sense of civic responsibility. Through involvement in a diverse range of initiatives, students not only contribute positively to the community but also undergo transformative experiences that shape their character and worldview.

Participation in cleanliness drives, encompassing both the college campus and adopted village, as well as efforts at the fort, instills in students the significance of environmental stewardship and community pride. By actively engaging in the maintenance of public spaces, students cultivate a sense of ownership and responsibility toward upholding cleanliness and hygiene standards. Furthermore, involvement in water reservoir construction projects offers students firsthand insights into infrastructure development and underscores the critical importance of access to clean water for communities. Such initiatives encourage

students to recognize the significance of sustainable resource management and equitable distribution practices.

Contributions to polio drives and blood donation camps underscore the importance of public health initiatives and altruistic endeavors. Through active participation in these activities, students not only contribute to disease eradication efforts but also cultivate empathy and a dedication to the well-being of others. Visits to orphanage homes and participation in events such as the Pandharpur Wari pilgrimage provide students with opportunities for cultural immersion and empathetic engagement with marginalized communities. By interacting with individuals facing various challenges, students develop compassion, empathy, and an understanding of social inequalities.

Engagement in voter registration drives students to actively participate in democratic processes and advocate for civic engagement. By facilitating voter registration within the community, students promote democratic values and amplify the voices of underrepresented populations. Participation in road repairing initiatives addresses critical infrastructure needs while fostering a sense of community service and collective action. Through such projects, students learn the value of collaboration and the tangible impact of their efforts on community well-being.

Health camps for villagers offer essential healthcare services to underserved populations, promoting wellness and preventive care. By organizing and participating in these camps, students demonstrate compassion and contribute to improving health outcomes within the community. Street plays serve as powerful mediums for raising awareness on social issues and advocating for positive change. Through creative expression, students engage with community members addressing societal challenges.

River cleaning drives and tree plantation initiatives promote environmental sustainability and ecosystem conservation. By actively participating in these activities, students develop an appreciation for nature and cultivate a sense of responsibility toward environment. Events such as donation drives for flood victims, distribution of cotton bags to promote a plastic-free environment, village surveys, donation of mattresses and pillows, exemplary contributions during COVID-19, compost making initiatives, and celebrations like Rakshabandhan with specially-abled kids further reinforce students' commitment to social responsibility and community service.

In conclusion, extension activities within the neighborhood community play a pivotal role in sensitizing students to social issues and nurturing their holistic development. Through active engagement in these initiatives, students emerge as empathetic, responsible, and socially conscious individuals poised to make meaningful contributions to society.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.2

Awards and recognitions received for extension activities from government / government

recognised bodies

Response:

Extension activities play a crucial role in fostering a sense of social responsibility and community engagement among academic institutions. These initiatives serve as platform for students to apply their knowledge and skills to address societal needs, contributing to overall societal development and well-being.

I²IT is committed to organizing numerous extension activities aimed at promoting community engagement and social responsibility. Under the umbrella of various platforms such as the National Service Scheme (NSS), Young India and student chapters, the institute facilitates a wide range of initiatives to address societal issues and contribute to community development.

Recognition from government and government-recognized bodies holds significant value as it signifies acknowledgment of an institution's impactful contributions to society. These awards not only validate the efforts and dedication of the institute but also serve as inspiration for continuous improvement and excellence in extension activities.

Notable Awards and Recognitions:

- **Dr. Babasaheb Ambedkar Samajbhushan Rashtriya Purskar:** Dr. Sandeep Varpe, NSS Program Officer was honored this prestigious award for its exemplary contribution to social upliftment and community development.
- **Chhatrapati Shivaji Maharaj Rashtriya Gaurav Purskar 2022:** Dr. Sandeep Varpe, NSS Program Officer and NSS Unit commendable efforts were recognized with this award, highlighting its commitment to fostering societal well-being and empowerment.

Appreciation Certificates from Government-Recognized Bodies:

- **Appreciation Certificate from Jagrut Apang Sanghatana Sanchalit Mahatma Phule Apang Prashikshan Kendra Maan, Pune:** Dr. Sandeep Varpe, NSS Program Officer and NSS Unit received appreciation for the year 2022-23 from this center, recognizing their efforts in promoting inclusivity and empowerment among differently-abled individuals.
- **NSS Unit's Appreciation Certificate from Naisargik Shishan Sanshodhan Prashikshan Sanstha, Shikshangram:** I²IT's NSS Unit received appreciation from this center, underscoring its significant contributions to environmental education, training and donation of mattresses and pillows.
- **Appreciation Certificate from Grampanchayat Devale, Maval, Pune:** The NSS unit was acknowledged by Grampanchayat Devale, Maval, Pune, for the valuable contribution of its volunteers during the NSS camp 2022-23.
- **Appreciation Certificate from Grampanchayat Aadhale Khurd, Maval, Pune:** I²IT's NSS unit received recognition from Grampanchayat Aadhale Khurd, Maval, Pune, for the commendable efforts of its volunteers during the NSS camp 2021-22.
- **Appreciation Certificates from Grampanchayat Jambwade, Maval, Pune:** The institute's NSS unit received appreciation from Grampanchayat Jambwade, Maval, Pune, for its volunteers' outstanding contributions during the NSS camps in 2019-20 and 2018-19.
- **Appreciation Certificate from Maher Ashram, Vadhu Bk., Pune:** I²IT's NSS Unit received

appreciation from Maher Ashram, Vadhu Bk., Pune for their generous donation of mattresses and pillows in September 2019.

The numerous awards and recognitions received by the institute for its extension activities underscore its commitment to societal development and community engagement. These accolades serve as testament to the institute's dedication and impact in addressing societal challenges and fostering positive change. Moving forward, I²IT remains steadfast in its pursuit of excellence and endeavors to continue making meaningful contributions to society through its extension activities.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.3

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

Response: 62

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	13	5	14	18

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.5 Collaboration

3.5.1

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

Response: 28

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The campus offers ample facilities including classrooms, laboratories, library, hostel accommodation, Convention Centre and seminar halls.

Class Rooms- The classrooms are spacious and well-ventilated, fostering a conducive environment for learning. All the classrooms have desktop computer and LCD projector, while a few classrooms have smart board and audio-visual facilities.

Tutorial rooms: Dedicated small sized tutorial rooms are designed for tutorials and conducting special remedial classes tailored for few students who require personal assistance.

Laboratories: Institute has fully equipped laboratories furnished with state-of-the-art equipment. These labs are used for conducting practical sessions in-line with the curriculum. Furthermore, they serve as centres for technology learning and training, going beyond the syllabus to enhance students' practical competencies. Each lab is equipped with software and open-source tools, ensuring alignment with curriculum requirements and incorporating industry-relevant teaching methodologies.

Wi-Fi: The campus is fully equipped with Wi-Fi connectivity, offering round-the-clock internet access to both students and staff. Internet facilities are accessible throughout the entire campus, including labs, classrooms, the library, department offices, and hostels.

Centralized Library: A centralized library serves as a hub for academic resources and research materials for students, faculty and staff. The library has vast collection of books, journals, periodicals, technical reports, and electronic resources related to various branches of engineering, technology, and related fields. This collection is curated to support the curriculum and research needs of the college. The library offers study spaces including study carrels, and multimedia areas equipped with computers and audio-visual resources.

Auditorium: An auditorium serves as a multipurpose space for various academic, cultural, and extracurricular activities. The auditorium is designed to accommodate maximum number of students.

Central Computing Facilities: A central computing facility is a centralized hub for computing resources and services. It includes servers, network equipment, and computing hardware necessary for providing

computing services to students, faculty, and staff. This facility manages and maintains computer labs equipped with desktops, laptops, and specialized software for instructional purposes and student projects.

Seminar Halls: A seminar hall serves as a dedicated space for hosting seminars, presentations, workshops, and small-scale events. Seminar halls have a moderate seating capacity with 150 students. The layout consists of movable seating arranged in rows facing a central stage. The stage is equipped with basic audio-visual equipment like microphones, projectors, and screens.

Other Additional Facilities

Gymnasium: - A gymnasium, is a dedicated space equipped for physical exercise, strength training, and various fitness activities. A gymnasium consists of area with a variety of exercise equipment strategically placed to accommodate different workout routines and fitness goals.

Sick Rooms: -The sick room is located in the hostel providing easy access for individuals who may need medical assistance.

Fire Extinguishers: -In a college, fire extinguishers play a crucial role in ensuring the safety of students, faculty, and staff in the event of a fire emergency. Fire extinguishers in colleges undergo regular inspection and maintenance to ensure their functionality and compliance with safety standards.

The infrastructure and physical facilities of the institution is adequate for effective teaching and learning.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.1.2

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

Response: 11.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
109.54	66.61	0.64	6.84	27.56

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The I²IT library makes optimum use of computer systems and software to streamline various processes, enhance user experience, and improve overall efficiency.

The I²IT library had SOUL 2.0 software since 2012 to 2018. In the year 2018, the new user friendly and fully automated cloud-based WEB DESK ERP version 1.0 was purchased. The new software was installed as a part of Integrated Library Management System (ILMS) and since then all the library operations are computerized.

Automation has greatly improved the circulation process as well as circulation through barcode scanner, branch wise book report, serial control, bulk member's record, web OPAC (Online Public Access Catalogue).

Various library activities such as footfall of staff and students, book accession e-register etc. are done through this software. Additionally, automated reminders for overdue materials to enhance the user experience, making library services more convenient and user-friendly. It helps to generate various reports, simple and fast counter transactions. Book reservation facility is also available on this software. The software efficiently generates reports and these can be exported into file formats. It generates missing, untraced, lost book report, top book circulation, students can search books on their own device, they can also reserve books by their devices.

I²IT central library has subscribed three databases to keep updated students and faculty in their respective subjects i.e. IEEE (ASPP), KNIMBUS, DELNET. Students can access these e-resources in the campus as well as they can access these databases remotely.

For the optimum use of I²IT central library by the students and staff, it frequently reviews and upgrades

its resources as per the need of the curriculum and other study materials which are maintained as knowledge resource centre. Library has special collection of books for competitive exams such as GRE, GATE, TOEFL, ILTS, IAS, UPSC, MPSC. Library also holds the collection on 'General Reading' covering the areas of Fiction / Non-Fiction, Self-help, Motivation, Leadership, Interview techniques, Soft-skills and General management.

I²IT Central Library has subscribed newspapers to boost the general awareness and develop reading habits among users. The Digital Library facility comprises of ten workstations with ten internet connections and Wi-Fi connectivity to access the subscribed as well as open e-resources. For the optimum use of the library, it regularly conducts various activities. Library has formed the "Reader Club" to inspire students for reading. Various activities are conducted for the student skill development.

Library conducts E-resources training programs, Career guidance programs, Orientation programs, Book review competition, Book Exhibition and many more for incising usage of library. It also provides National Digital Library of India facility for huge collection of e-learning resources. Suggestions and recommendations of all stakeholders are considered to facilitate necessary procurement of library frequently to promote an excellent teaching-learning environment at the institution.

Educational videos including NPTEL lectures, question papers and affiliating university syllabus are made available on I²IT library website (https://libraryisquareit.weebly.com/). DSPACE institutional repository is also maintained by the library from time to time.

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File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

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

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

Response:

Institute frequently upgrades its IT Infrastructure:

I²IT has state-of-the-art IT infrastructure which is being regularly upgraded according to the advancement in technology and demands of the teaching learning process.

At the start of each academic year, IT infrastructure requirements are assessed based on feedback from various stakeholders such as HoDs, faculty and staff members, students and management. The timetable is prepared making optimal use of classrooms and laboratories. Institute encourages creative teaching methods to make best use of IT resources.

In order to strengthen the IT infrastructure, the institute has been providing the best quality computers, sufficient internet bandwidth, Central servers, IP CCTV, Licensed & Open source software, Wi-Fi Access points etc.

Few configurations and specifications of Wi-Fi access points are as below:

1) Wi-Fi access point-1 is having configuration as Zonefles Ruckus R510 Unleashed, Dual Band 802.11ac Access Point, Mid-range 802.11ac Wave 2 AP with MU-MIMO and Beam Flex + Concurrent Users:- 512 Rx Sensitivity:- 103 dBm, Maximum PHY Rate:- 867 Mbps (5 GHz), 300 Mbps (2.4 GHz)

2) Wi-Fi access point-2 is Quantum model QN-I 220 DUAL-BAND 802.11ABGN/AC WAVE 2 INDOOR WIRELESS ACCESS POINT, Packed with the latest Wave 2 technologies QN-I-220 is packed with all the advances of ac Wave 2 Access Point. Channel Bonding, MU-MIMO and more.

3) Wi-Fi access point 3 is D-link R15 is having the configuration of Dual-band 2x2 Wi-Fi 6 speeds upto 1201 Mbps (5 GHz) and 300 Mbps (2.4 GHz). Includes AI Wi-Fi Optimizer, AI Mesh Optimizer, AI Traffic Optimizer, AI Parental Control, AI Assistant

Wi-Fi facility was upgraded in AY2023-24 with Tata Communications 48 Mbps leased line, Bharat Sanchar Nigam Limited Upgraded 150 Mbps and AURIGANET Digital technologies PVT Ltd 200 MBPS making a total of 398 Mbps speed.

In AY2022-23 CCTV Upgradation of ICT in the form of built-in webcam for communication, new CCTV cameras with one CCTV with DS-2CD1023G0E-1, Fortytwo 2 MP Bullet Cameras were installed. LCD projectors are available in all classrooms.

Servers: Five Dell Power Edge Servers with different configurations used as N-Computing Server, Active Directory Server, PPCRC Web Server, Active Directory Backup Server, Web Server are available. Apart from these, three Desktops configured as Servers are used for student projects, Language lab server and Clone Zilla DRBL Server.

Printers are available in all departments with specific model of the printer such as Epson Dot Matrix FX890, HP Laser jet 1020, HP Laser jet 1606N, Epson Dot Matrix FX890, HP MFP M1136.

One ICT enabled smart classroom is available in each department. Two large seminar halls and Computer centres are enabled with latest computers and ICT facilities for student use.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3.2

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

Response: 1.95

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

Response: 610

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 31.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
124.98	100.02	122.9	115.92	117.22

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 56.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
778	557	426	466	443

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 76.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
954	1109	1011	193	314

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 68.35

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

2022-23	2021-22	2020-21	2019-20	2018-19
101	166	167	167	118

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

2022-23	2021-22	2020-21	2019-20	2018-19
223	234	197	221	177

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

5.2.2

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

Response: 23.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	13	17	25	12

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

5.3 Student Participation and Activities

5.3.1

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

Response: 32

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	1	1	8	11

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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

Response: 24.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	15	5	25	29

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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5.4 Alumni Engagement

5.4.1

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

Response:

The Alumni Association of the International Institute of Information Technology (I²IT) envisions fostering a lifelong and mutually beneficial relationship between the institute and its esteemed alumni. Our mission is dedicated to uniting all I²IT alumni, facilitating connections amongst themselves, with current students, and the institution, and nurturing a symbiotic bond that enhances both individual and collective growth. We aim to fortify alumni support and elevate the prominence of I²IT for generations to come.

At the core of our objectives lies the ambition to serve as a platform for fostering meaningful connections among alumni, faculty, staff, and students. We endeavor to facilitate seamless interaction between past and present members of our esteemed institution. Additionally, we strive to contribute to alumni welfare, offering assistance with technical challenges, and providing avenues for professional and personal development.

The Alumni Association is committed to organizing various academic engagements such as conferences, workshops, seminars, symposia, and lectures by distinguished personalities across diverse fields. These events serve not only to enrich the experiences of our members but also to benefit current students and faculty by offering insights into contemporary subjects and areas of relevance. Furthermore, our association endeavors to facilitate opportunities for career advancement by bridging the gap between alumni and reputable organizations. We aim to provide access to industrial training, internship programs, projects, employment opportunities, and other resources essential for professional growth.

In alignment with our commitment to academic excellence, we strive to promote educational and research initiatives across all branches of Engineering and Technology. Through seminars, expert lectures, refresher courses, advanced training programs, and national and international conferences, we aim to foster a culture of continuous learning and innovation.

Beyond academic pursuits, the Alumni Association encourages engagement in cultural, fundraising, and sports activities, among others, as determined by the Governing Body. These initiatives aim to cultivate a well-rounded community that thrives on collaboration, diversity, and inclusivity. To ensure effective coordination and communication, we are dedicated to maintaining comprehensive and up-to-date records of alumni and current students. This facilitates seamless collaboration and enables us to better serve the needs of our members and the broader I²IT community.

The Alumni Association of the International Institute of Information Technology is committed to nurturing a vibrant and engaged community of alumni dedicated to the advancement of our alma mater and the collective success of its members. Through our vision, mission, and objectives, we aspire to create enduring connections, foster continuous learning, and empower individuals to reach their fullest potential.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Hope Foundation and Research Centre, a Public Charitable Trust/ Society was established by Late Shri. Pralhad P. Chhabria, Founder Chairman of Finolex Group of Companies, a well-known philanthropist and former President of Mahratta Chamber of Commerce, Industries and Agriculture (MCCIA) in the year 1979 with the objective of rendering social service in the field of education, medicine and research. Under the aegis of Hope Foundation, the two educational institutes that function are:

Educational Institutions:

- Finolex Academy of Management and Technology (FAMT), Ratnagiri
- International Institute of Information Technology (I²IT), Pune

Our Vision:

To be a premier academic institution that fosters diversity, value-added education and research, leading to sustainable innovations and transforming learners into leaders.

To formulate this long-term vision, institute has taken into consideration suggestions and feedback from all its stakeholders. To accomplish the vision, short-term mission statements are devised as below:

Our Mission:

- To strive for academic excellence, knowledge enhancement and critical thinking capabilities by adopting innovative and dynamic teaching-learning pedagogies.

- To enrich and leverage interactions and associations through Industry-Academia partnerships.

- To groom students so as to make them lifelong learners by helping them imbibe professional, entrepreneurial and leadership qualities.

- To embrace an environment that allows all stakeholders to benefit from the technology-enabled processes and systems.

Our institute, International Institute of Information Technology (I²IT) is an Undergraduate Engineering Institution approved by All India Council for Technical Education (AICTE), New Delhi; Recognized by the Directorate of Technical Education (DTE), Govt. of Maharashtra and is affiliated to the Savitribai

Phule Pune University and offers 4 years full-time B.E. degree programs in Computer Engineering, Information Technology and E&TC Engineering. Started in 2012 with only three divisions, we have grown to six divisions with approximately 1200+ students on campus.

I²IT has always propagated "Innovation and Leadership" as its mantra to generate out-of-the-box ideas from students and has created innovation ecosystem to nurture these ideas.

Institute practices decentralization by way of several committees taking appropriate decisions. There is an Advisory Council comprising of academicians and industry experts of high National and International repute. The Advisory Council gives recommendations regarding new frontiers of education research and outreach that help in sustaining and improving the reputation of the institute. The Board of Governors (BoG) comprises of top industry experts, President of the trust, other members of the trust, Principal and academic experts. The Board of Governors (BoG) and College Development Committee (CDC) give directions keeping in view the vision, mission and growth of the institute and its perspective plan. The Institute has well established Internal Quality Assurance Cell (IQAC) comprising of senior faculty members, external academic experts, industry representatives and administrative staff.

In alignment with the National Education Policy (NEP), the Institute offers electives along audit and honor courses in various subjects as prescribed by the university to promote multidisciplinary and interdisciplinary approaches. To instill the vision of the NEP among faculty members, the Institute conducts sessions focusing on the benefits of adopting a multidisciplinary education system.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

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

Response:

International Institute of Information Technology (I²IT) is an Undergraduate Engineering Institution approved by All India Council for Technical Education (AICTE), New Delhi; Recognized by the Directorate of Technical Education (DTE), Govt. of Maharashtra and is affiliated to the Savitribai Phule Pune University and offers 4 years full-time B.E. degree programs in Computer Engineering, Information Technology and E&TC Engineering.

Institute has constituted various statutory committees such as Board of Governors (BoG), College Development Committee (CDC), Anti-ragging committee, Women's Grievance Committee, Reservation

Grievance Committee, Students Grievance Redressal Committee etc. as per AICTE norms. In addition, there is National Service Scheme unit (NSS) as well as Student Development Board as per Savitribai Phule Pune University norms. In order to plan, monitor and improve teaching-learning process and regular conduction of academics, Academic Planning and Monitoring Committee (APMC) as well as Internal Quality Assurance Cell (IQAC) are established.

Functioning of various institutional bodies/committees can be briefly described as below,

- Institute management has constituted an Advisory Council comprising of academicians and industry experts of high National and International repute. Through their expertise, strategic directions / recommendations are given focusing broadly on Vision and Mission of the institute and long-term goals.
- Strategic / perspective plans are prepared keeping in view the short-term and long-term goals of the institute and the roadmap ahead. It is then executed effectively through various Head of Departments, IQAC and other section heads.
- All administrative matters and activities related to the various regulatory bodies, establishment/ HR section, campus maintenance, hostel, cafeteria, student admissions/scholarships are handled by Registrar, Assistant Registrar in consultation with Principal.
- Student activities are handled by Chief Coordinator-Student affairs, Student Welfare Officer (SWO) and Physical Education Director.
- Student examinations are handled by College Examination Officer (CEO) in coordination with Assistant to CEO and Senior/Junior supervisors.
- As per the norms, Grievance Committees comprising of senior teaching/non-teaching staff members are constituted to address if any grievances are raised.
- As per the guidelines, Women Grievance cell comprising of senior teaching/non-teaching staff members is established. Girl students as well as women employees may report any harassment/sexual abuse cases at workplace to this committee.
- As per Maharashtra Prohibition of Ragging Act 1999 and UGC regulations on curbing the menace of ragging in higher educational institutions, 2009), Anti-ragging committee comprising of senior faculty members, Principal and hostel wardens is established. Awareness is created through all possible means to educate students of the consequences of indulging in any type of acts which can be categorized as Ragging
- Recruitment of teaching faculty is done as per the guidelines from UGC/AICTE and the affiliating university. College level (Adhoc/temporary) appointments are given with one-year approval from affiliating university, for additional faculty members recruited to fulfil the student-teacher ratio.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Performance appraisal system:

The Institute adopts performance appraisal system of all teaching faculty and non-teaching staff with the aim of fostering professional development among employees for the benefit of the faculty, student community, and the institute as a whole. Necessary forms are designed by the Institute for undertaking the exercise of performance evaluation and are circulated to all the employees for submitting their self-evaluation along with supporting documents wherever applicable. The performance evaluation of the teaching faculty members is done based on Academic Performance Indicators (API) while the Non-Teaching Staff are evaluated as per the Key Performance Indicators (KPI). The various parameters included as evaluation metrics for faculty have primary focus on Academics i.e. Teaching Learning process related components in addition to parameters that capture the contribution of faculty members in Research, Consultancy Projects, Professional Development Activities, Administrative Responsibilities, and Other Significant Contributions.

All employees, including faculty and staff, undergo yearly appraisals. A committee, appointed by the head of the institute, oversees the evaluation process by verifying the information submitted by each faculty and staff member. During this evaluation, the committee provides feedback on areas for improvement and encourages employees to enhance their qualifications, increase research publications, pursue research proposals/grants, obtain patents, and participate in professional development activities

such as FDPs, STTPs, Workshops, and NPTEL courses.

As a result of this appraisal system, there has been a considerable increase in the number of faculty members holding as well as pursuing Ph.D. degrees, publication of research papers, filing of patents/copyrights, participation in conferences, attending FDPs and STTPs, thus reflecting overall improvement in the academic and professional profile of the institute's employees.

Welfare measures for teaching and non-teaching staff:

Teaching faculty and non-teaching staff members play a key role in the growth of the Institute and therefore providing welfare facilities and services at the workplace becomes vital to provide continuous improvements in work environment. These welfare measures include enriched physical and mental health to the employees and thus promote a vigorous and encouraging work atmosphere. It would also stimulate the employee's productivity and commitment to the Institute.

A comprehensive list of welfare facilities and services provided to the teaching and non-teaching staff at I²IT are enlisted below. These facilities and services are availed by them based on their eligibility and requirements at the appropriate time as per the prevailing norms of the Institute.

- Provident fund, Gratuity, Group accidental insurance cover
- Skill enhancement leave (for non-teaching), Study leave (for teaching faculty)
- Maternity benefit, Women empowerment programs, Free emergency medical aid
- Financial assistance, scholarships, fee relaxations and waivers for ward of employees
- Cafeteria and clean drinking water facilities
- Code of conduct and zero tolerance policy
- Smoke-free green campus, Hygienic work environment
- Campus security (24x7), CCTV at strategic locations
- Annual get-together and Festival advances for class IV employees (on request)

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.3.2

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

Response: 3.93

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	1	1	2	1

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

6.3.3

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

Response: 54.59

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

2022-23	2021-22	2020-21	2019-20	2018-19
28	28	26	20	23

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

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

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Hope Foundation's International Institute of Information Technology (I²IT) is an un-aided self-financing private institution. The institute adopts a strategy for mobilizing funds and optimization of resources. The tuition and development fees remain a basic and major source of revenue. The fee of the eligible candidates from the reserved category is reimbursed as per the norms by the Social Welfare Department of the Government of Maharashtra. The institute's fee structure is decided and approved by the Fee Regulating Authority (FRA), set up by the Government of Maharashtra annually.

The surplus generated year on year is invested in various bank instruments and notified securities at the appropriate time. In case of deficit, the parent Trust extends support by way of funding from the corpus for the smooth and efficient functioning of the Institute. The Institute is not a recipient of any financial support directly from the regulatory bodies. However, specific funding / grants is received from the Savitribai Phule Pune University for capital requirements based on submission and acceptance of project proposals. Besides, the institute receives funds from CSR initiatives through parent trust, interest on fixed deposits, event sponsorship from personal and institutional resources,

In the last five years, Institute has received Rs. 244.09 lacs from Consultancy Projects and Rs. 17.24 lacs from Central Govt. of India towards funding for research activities. Finolex Industries Ltd has sponsored Rs. 5.00 lacs for International conference "IEEE PUNECON 2022". The institute has generated funds approximately Rs.5.53 lacs through sponsorship in the last five years for various Technical and other events in campus from other private agencies. The parent Trust has provided Rs. 203.54 lacs towards major campus maintenance (Capital Expenditure) between A.Y. 2019-21 and deficit in A.Y. 2018-19.

The departmental / section wise budget for lab modernization, infrastructural development and maintenance is prepared by the concerned HoD considering proposed requirements of the departments and is presented in the HoDs meeting with the Principal and Registrar. The same is discussed and initial approval is accorded. The initially approved budget is discussed in CDC meetings and is submitted to the authorities for approval. The funds are allocated as per the budget sanctioned and are utilized with the approval of the management.

All the financial transactions and related statements and books of accounts are duly audited at the end of every financial year by a reputed Statutory Audit firm registered with the Institute of Chartered Accountants of India to verify that the Accounting Standards and Indian GAAP are adhered to in all respects as well as verify the compliance in respect of all statutory transactions.

This process is further carried out for verification of all accounting vouchers and bills by the audit team to ensure that there are no serious violations and objections with respect to the financial transactions and all adopted financial controls and procedures are duly followed and complied by the Institute.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Internal Quality Assurance Cell (IQAC) was established in the year 2015. It has been strengthened based on the inputs received from the Pear team visit during the NAAC Cycle-I in 2019. IQAC has been setting the processes and been updating those on the need basis as well as from the inputs from the stake holders time to time. Various processes that are in place are,

1. Outcome based education framework
2. Monitoring of academics and Academic audit systems
3. Slow and advanced learner identification process
4. Feedback capturing from stakeholders mechanism

IQAC Committee conducts regular meetings to discuss the action plan and to set the targets for academics & other academic allied activities in each semester. For each semester, activities such as Add-on/Value-added courses, expert sessions, industry visits, publications, MOOCs, copyright, patents for

both students and faculty members. It reviews inputs from various stakeholders to set the new targets and monitors its execution during the semester with the help of Academic Planning and Monitoring Committee (APMC). Audit is carried out at the end of each semester to ensure the set targets are executed.

IQAC has revised and restructured the augmentation courses into Add-on courses of duration 30 hours and Value-added course of 10 hours (minimum) apart from the guest lectures of short duration.

IQAC has developed the process for calculating the attainment of CO-PO-PSO in line with the Outcome-based philosophy. In this process the University assessments and internal assessments are used for direct attainment with a weightage of 80 percentage and rest 20 is calculated from the indirect from several of the surveys from the stake holders.

During Covid-19 pandemic, with the help of IQAC we have effectively migrated to the online mode as well as hybrid mode of student engagement using ICT tools, Google classrooms and meetings were used for conducting the online lectures as well as project examinations and assessments and continued with most of these ICT tools even after the pandemic.

IQAC has developed and implemented the feedback mechanism form all the stakeholders such as students, parents, alumni etc. IQAC has designed process of identifying the slow and advanced learners for better engagements of both categories of learners.

Part of accreditation process, institute enthusiastically participates in NIRF rankings.

IQAC planed the accreditation from National Board of Accreditation for two UG programs and filled SARs for both programs Computer engineering and E&TC and the NBA team visited the institute in the month of April 2023 and accredited both programs for three years.

IQAC is now preparing for the second cycle of NAAC accreditation and filled the IIQA within the due date of its NAAC Accreditation Cycle –I. With IIQA approval, it is preparing the self-assessment report (SSR) and is due to be submitted in the first week of May 2024.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.5.2

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**

4. Participation in NIRF and other recognized rankings
5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gender equity promotion is crucial for fostering inclusivity and support in institutions. International Institute of Information Technology (I²IT), recognizes this importance and has implemented various programs to empower women and provide opportunities for their advancement.

A cornerstone initiative at I²IT is the Women Prowess Event, designed to celebrate women's achievements in academia, research, and leadership roles. These events feature panel discussions highlighting women's accomplishments across various fields, offering inspiration and mentorship to aspiring female students and professionals.

In addition to Women Prowess Events, I²IT conducts various Gender Equity Promotion Programs, including Nirbhay Kanya Abhiyan. This program aims to promote safety, empowerment, and education for girls and women through self-defence workshops equipping them with the skills to navigate challenges and thrive personally and professionally.

I²IT observes National Girl Child Day to advocate for girls' empowerment and equality, hosting panel discussions emphasizing investing in girls' education and well-being. International Women's Day serves as another significant event at I²IT, celebrating women's achievements and contributions globally through seminars and inspirational talks, while also addressing remaining challenges and barriers.

An online panel discussion titled "Empowering Women and Inspiring Change" provides a platform for panel members to share experiences and inspire fellow attendees, endorsing positive societal changes for aspiring women. International Women in Engineering day is also celebrated with sessions by eminent women engineers, promoting women's representation in STEM fields.

I²IT further promotes gender equity through Women's Cycle Rallies, encouraging cycling for transportation and health, empowering women to take control of their mobility and promote a sustainable lifestyle.

Furthermore, Hope Foundation in association with IEEE India Council and Women In Engineering Affinity Group, Pune Section has instituted the Pralhad P. Chhabria Awards, in memory of the Late Shri Pralhad P Chhabria, Founder President, of Hope Foundation. These awards applaud young women from SAARC countries for their achievements in undergraduate science/engineering college and/or professional arena.

I²IT ensures an inclusive environment with tailored facilities for women:

a) Safety and Security Measures:

Ensuring the safety and security of women within our institution is paramount. To achieve this, we have implemented various measures:

- **Enhanced surveillance:** We have installed CCTV cameras in strategic locations across the campus to monitor and deter any untoward incidents.
- **Well-lit pathways:** Illuminated pathways and parking areas contribute to a safer environment, especially during the evenings.
- **Security personnel:** Trained security personnel are stationed around the clock to respond promptly to any security concerns or emergencies.

b) Girl's Common Room: A dedicated girl's common room is available for female students, providing a safe and comfortable space for relaxation and privacy.

c) Vending Machine for Feminine Hygiene Products: We have installed vending machines for feminine hygiene products in the campus, ensuring easy access for those in need. All restrooms are equipped with modern western toilets for convenience and hygiene.

In conclusion, I²IT's commitment to promoting gender equity through various programs and initiatives underscores its dedication to creating an inclusive and supportive environment for women, empowering them, celebrating their achievements, and advocating for gender equality across society.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Institutional efforts to foster inclusivity and promote diversity are pivotal in shaping a harmonious educational environment. At our institute, the International Institute of Information Technology (I²IT), a commitment to inclusivity and civic engagement is evident through various events and initiatives aimed at celebrating diversity and instilling civic responsibility.

Marathi Bhasha Diwas is one of I²IT's signature events, honoring Maharashtra's linguistic variety and encouraging the usage of the Marathi language. Students and staff members immerse themselves in the Marathi-speaking community's rich heritage and traditions through language immersion programs, reciting poems, expressing thoughts in Marathi, cultural performances, and fostering a deeper appreciation for regional languages and cultures.

Independence and Republic Day celebrations at I²IT are more than just ceremonial events; they provide chances to reflect on the ideals and principles inherent in the Indian Constitution. These activities include flag-raising ceremonies, patriotic anthems, and guest talks on democracy, and social justice. By recognizing important national holidays, I²IT instils pride and responsibility in students and staff, reminding them of their responsibilities as citizens of a democratic country.

Initiatives like Rastriya Ekata Diwas and Run for Unity underscore the importance of national integration and solidarity, transcending barriers of caste, creed, and religion. Constitution Day is another opportunity for students and staff to delve into the principles and rights enshrined in the Indian Constitution, fostering a deeper understanding of democracy and citizenship.

I²IT organizes voter registration drives to empower students, promoting civic engagement and understanding of their constitutional rights, thereby influencing their country's destiny.

Blood Donation Camps at I²IT promotes community service. By organizing blood donation drives, I²IT encourages altruism and solidarity among its community members, saving lives and making a positive impact on society.

Events like Hutatma Din Celebration encourage reflection on principles of truth, nonviolence, and social justice, fostering moral leadership among students. No Tobacco Day observance raises awareness about the dangers of tobacco use, advocating for healthier lifestyles among students.

Granth Dindi is a significant religious event in Maharashtra, involving the procession of holy books. It is a reminder of Maharashtra's rich heritage and spiritual traditions, promoting humility, devotion, and unity. Organizing Granth Dindi at I²IT offers a unique opportunity to promote cultural exchange, foster a sense of community, and nurture spiritual growth among participants.

Pandharpur Wari symbolizes the spiritual and cultural heritage of Maharashtra. During this pilgrimage, students and staff members embark on a journey of self-discovery and introspection, reflecting on the teachings of saints. Through prayers, devotional songs, and community service activities, participants experience the transformative power of faith and devotion.

In sum, our institute's dedication to inclusivity, civic engagement, and constitutional education creates a vibrant learning environment where all individuals feel valued and empowered to contribute positively to society. Through diverse initiatives spanning cultural celebrations, environmental activism, and civic engagement, I²IT cultivates a sense of unity, respect, and responsibility among its community members.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

Best Practice-1:

Title: Integrated Learning Ecosystem through Transformative Pedagogy

Objectives of the Practice:

1. To enhance student engagement and participation through innovative teaching methodologies.

2. To leverage ICT tools for interactive and immersive learning experiences.

3. To streamline the process of content delivery and assessment.

4. To foster a conducive environment for personalized learning experiences.

5. To facilitate seamless integration of pen tab technology for dynamic online lectures.

The Context:

In today's digital age, traditional teaching methods often fall short in meeting the diverse needs of learners. The integration of technology in education has become imperative to adapt to the changing dynamics of the educational landscape. Smart classrooms equipped with ICT tools offer a platform to revolutionize pedagogical approaches and cater to the individual learning styles of students.

The Practice:

1. **Utilizing Smart Classroom Technology:** Smart classrooms are equipped with interactive

whiteboards, multimedia projectors, and audio-visual aids to create an immersive learning environment. Teachers use these tools to deliver dynamic lectures, multimedia presentations, and real-time demonstrations to enhance comprehension and retention.

2. **Implementation of Pedagogical Innovations:** Pedagogical strategies such as flipped classrooms, collaborative learning, role-play and project-based learning are used in session delivery to promote active learning and critical thinking skills among students.

3. **Leveraging Pen Tab Technology for Online Lectures:** Pen tab devices enable instructors to annotate presentations, solve problems, and illustrate concepts in real-time during online lectures. This interactive approach fosters student engagement and facilitates clearer understanding of complex topics, derivations and numericals.

4. **Automated and random distribution of "on-line" assignments to the students:**

A Java script in Google sheets automates the sending of theory assignments by faculty members. After executing the script, personalized emails are sent automatically with the assignment questions which prevent duplication and encourage originality. This streamlined the process, saving faculty time and providing instant feedback to students, fostering accountability and academic progress.

Evidence of Success:

1. **Increased Student Engagement:** Surveys and feedback from students indicate higher levels of engagement and interest in learning activities conducted in smart classrooms.

2. **Enhanced Learning Outcomes:** Improved academic performance and mastery of subject matter are observed among students who actively participate in digitally-enhanced learning experiences.

3. **Efficiency in Assessment:** Automation of assignment distribution and timely grading reduces administrative burden on educators, allowing them to focus more on instructional delivery and student support.

Problems Encountered and Resources Required:

1. **Infrastructure and Technical Support:** Adequate infrastructure and technical support are essential for the seamless integration of ICT tools and smart classroom technology.

2. **Professional Development:** Ongoing training and professional development opportunities are necessary to equip teachers with the skills and knowledge to effectively utilize digital tools and implement innovative teaching practices.

3. **Financial Investment:** Significant financial investment may be required. However, the long-term benefits of improved learning outcomes justify this expenditure.

Best Practice-2:

Title: Holistic Student Development: Fostering Social Responsibility through Institute and Professional Student Chapters

Objectives of the Practice:

1. To promote overall personality development through extracurricular activities and community engagement.

2. To cultivate a sense of social responsibility and ethical awareness among students.

3. To provide a platform for students to Collaborate, Innovate, and Contribute to society.

4. To instill leadership qualities and teamwork skills through participation in student associations and chapters.

5. To encourage active involvement in initiatives aimed at addressing societal challenges and promoting sustainable development.

The Context:

In today's interconnected world, the role of higher education institutions extends beyond academic excellence to encompass the holistic development of students. Engaging students in extracurricular activities and community service not only enriches their college experience but also nurtures their sense of social responsibility and citizenship.

The Practice:

1. **Department Student Associations:** These associations organize a wide range of activities that promote leadership, teamwork, and communication skills among students. Additionally, they facilitate collaborative activities that address local community needs, fostering a sense of empathy and social responsibility.
2. **Young Indians (YI):** This national-level organization provide platforms for students to engage in dialogue on pressing social issues, participate in advocacy campaigns, and undertake community service projects.
3. **Board of Student Development:** This Section looks after the protection of rights and supervises the welfare activities of the students. The committee tries to nurture students' mental, physical, cultural growth with various activities to improve their overall personality development.
4. **IEEE Student Branch and ACM Student Chapter:** Student branches/chapters offer opportunities to explore students' academic interests, network with professionals, and contribute to the advancement of technology for societal benefit. Student-led projects, hackathons, and coding competitions encourage innovation and problem-solving skills by promoting ethical considerations.
5. **National Service Scheme (NSS):** NSS activities develop leadership qualities and create social interest among the students. Residential camps, organized in the rural areas, provides an opportunity to closely monitor their lives, social life, and problems in a village.
6. **Sports:** Participation in sports cultivates essential life skills such as teamwork, leadership, discipline, and resilience. Sports activities contribute significantly to students' overall growth, preparing them to thrive academically, professionally, and personally.

Evidence of Success:

1. **Increased Student Engagement:** Higher participation rates in extracurricular activities and community service initiatives indicate growing student interest and commitment to social responsibility.

2. **Enhanced Leadership Skills:** Students who actively participate in these associations demonstrate improved leadership abilities, as evidenced by their roles in organizing events.

3. **Recognition and Awards:** Achievements and contributions are recognized through recognitions, highlighting student's dedication to making a difference in society.

4. **Alumni Success Stories:** Alumni who have participated in these extracurricular activities often attribute their personal and professional growth to the skills and values instilled during their college years, serving as inspirational role models for current students.

Problems Encountered and Resources Required:

1. **Time Management:** Balancing academic commitments with extracurricular involvement can be challenging for students. Effective time management strategies are necessary to ensure their active participation without compromising their academic performance.

2. **Sustainability:** Ensuring the sustainability of social responsibility initiatives beyond the duration of students' involvement requires long-term planning, partnerships with local organizations, and succession planning to pass on leadership roles to future cohorts.

File Description	Document
Any other relevant information	[View Document](#)
Best practices as hosted on the Institutional website	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Title:- Empowering Tomorrow's Tech Leaders

With a mission to groom students so as to make them lifelong learners by helping them imbibe professional, entrepreneurial and leadership qualities, the International Institute of Information Technology (I²IT) intends to advance knowledge through research and provide education & training in Science, Engineering and Technology to serve India and the world. The research and development activities are carried out in several diverse fields of engineering and technology including energy, environment, telecommunication, spatial data infrastructure and computation.

Nurturing Industry Ready Professionals:

Established by the visionary Late Shri. P. P. Chhabria, Founder Chairman of Finolex Group of Companies, the International Institute of Information Technology (I²IT), Pune stands as a beacon of excellence in engineering and technology education. At I²IT, we are committed to providing a world-class academic environment that not only meets but exceeds the ever-evolving demands of the technology landscape.

Pioneering Research and Development:

At the epicentre of our institution stands the Pralhad P. Chhabria Research Center (PPCRC), a revered nucleus of academic and research pursuits paying homage to our esteemed founding chairman. Designed to be a bastion of innovation, the PPCRC is committed to pioneering technological solutions that transcend geographical boundaries, enriching lives on a global scale. Boasting three Centers of Excellence (CoEs) specializing in Geoinformatics, Artificial Intelligence (AI), Cloud Computing, and Cyber Security, the PPCRC spearheads ground-breaking research initiatives that shape the future of technology.

Within the PPCRC, our esteemed faculty members are strategically organized into Thematic Research Groups (TRGs), fostering a collaborative environment conducive to exploration and discovery. These TRGs serve as incubators of creativity, where experts from diverse disciplines converge to delve into the intricacies of engineering and technology. Through their collective endeavors, they forge impactful knowledge products, ranging from pioneering research papers to ground-breaking patents and copyrights. Additionally, the PPCRC's commitment extends beyond academia, as it actively engages in capacity-building initiatives aimed at nurturing the next generation of innovators and thought leaders.

In essence, the PPCRC serves as a beacon of excellence, illuminating the path towards technological advancement and societal betterment. Through its unwavering dedication to research and innovation, it continues to redefine the boundaries of possibility, propelling humanity towards a brighter, more prosperous future.

Fostering Innovation Through Collaboration:

A cornerstone of I²IT's ethos is our steadfast dedication to fostering collaboration and forging meaningful partnerships. We actively cultivate relationships with government and international agencies, eagerly pursuing research and training project proposals that align with our mission of driving innovation and excellence. Through our proactive engagement, we have been privileged to secure funding from esteemed bodies such as the ASEAN India S&T Development Fund, the Ministry of External Affairs, and the Department of Science and Technology, Government of India.

In March 2020, we embarked on a pioneering venture that epitomized our commitment to collaboration.

Teaming up with a prominent healthcare consultancy firm, we set out to conceptualize and develop an enterprise software solution tailored for capital equipment planning and the procurement of medical technologies. What commenced as a modest collaboration between faculty members and students swiftly evolved into a dynamic, multidisciplinary endeavour. Drawing upon our collective expertise and leveraging the latest advancements in technology, we meticulously crafted a robust software solution poised to revolutionize the healthcare industry.

This endeavour exemplifies our proactive approach to partnership-building and our unwavering commitment to innovation. By harnessing the power of collaboration, we not only enrich our academic endeavors but also catalyse tangible impact in real-world settings. As we continue to pioneer ground-breaking initiatives, we remain steadfast in our belief that collaboration is the cornerstone of progress, driving us towards a future defined by innovation and excellence.

Empowering Students Through Real-World Experience:

At I²IT, we believe in providing our students with hands-on, real-world experience to complement their academic learning. Through initiatives such as consultancy projects and internships, students have the opportunity to work on live projects alongside industry experts. Not only does this enrich their learning experience, but it also enhances their employability, with many students securing lucrative positions in leading multinational corporations.

Furthermore, our capacity-building programs equip students with the skills and knowledge required to excel in today's competitive job market. From cloud computing to full-stack web development, we ensure that our students are proficient in the latest technologies and industry best practices.

A Hub of Technological Innovation:

In just five years, I²IT has emerged as a trailblazer in the field of technological innovation. With a dedicated team of professionals at the PPCRC, we have successfully delivered numerous consultancy projects for both domestic and international organizations. Our expertise in agile-based IT product development has garnered the attention of industry partners, who now turn to us as their preferred technology partner.

Driving Economic Growth Through Innovation:

The impact of our institute extends beyond the confines of academia, contributing significantly to economic growth and employment generation. With revenues exceeding INR 4 Crores in just five years, I²IT has not only created a pipeline of industry-ready professionals but has also facilitated the creation of high-quality employment opportunities for our students.

Building Tomorrow's Tech Leaders:

At I²IT, we are not merely educating students; we are shaping the future leaders of the technology industry. Through our holistic approach to education, which emphasizes both technical proficiency and professional development, we empower our students to become industry leaders capable of tackling the most complex challenges.

In conclusion, the International Institute of Information Technology (I²IT) stands as a testament to the

power of education, innovation, and collaboration. As we look towards the future, we remain committed to nurturing the next generation of technology pioneers and driving positive change on a global scale. Join us on this transformative journey and be a part of a community that is shaping the future of technology.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

I²IT was established in the year 2011, since it's inception the Institute has grown very systematically. With a sanctioned intake of 180 students in the year 2011, we increased the intake to 300 in the year 2022 and 360 in the year 2023. The institute is rated with a B++ by the NAAC in 2019 and in 2021 the Institute received recognition under section 2 (f) of the UGC Act. We were also rated in the Gold Category in the CII Survey of Industry Linked Technical Institutes in 2020 & 2021 by AICTE. We were also listed among Top 3 Innovative Research Institute Under- Innovation Quotient Category of this year by CII Industrial Innovation Awards 2022.

The Institute has a dedicated In-house Research & Development, Consultancy and Collaboration (RDCC) Cell established in the year 2016. It has various Centre of Excellences under its Umbrella – Centre of Excellence in Geoinformatics, Centre of Excellence in Cloud Computing & Cyber Security, Centre of Excellence in Artificial Intelligence. I²IT has secured research, consultancy funding worth more than INR 4.5 Crores. Research projects are supported by the Ministry of External Affairs, Department of Science and Technology (DST), Government of India. It has entered into a Memorandum of Understanding (MoU) with Tom Tom India Pvt Ltd and an agreement for a consultancy project on design and development of Project Management Information System for Asian Disaster Preparedness Center, Bangkok under CARE for South Asia project supported by World Bank. And MoA with Hofintech Pvt Ltd for Co- development and research of new Enterprise Asset Management tools and Co-development and research of IT and Software. Also, we have inked consultancy services for design and development of software enterprise solutions for Ginkgo Soft Company Limited, Bangkok.

Further, the recognition granted to Hope Foundation (Trust/ Society) as a Scientific and Industrial Research Organization (SIRO) by the Department of Scientific and Industrial Research (DSIR), Ministry of Science & Technology, Government of India has added value to the Research & Development activities of the Institute for undertaking various funded research projects.

Concluding Remarks :

International Institute of Information Technology (I²IT) stands as a beacon of excellence in the realm of Engineering and Technology education. Established by the visionary Late Shri. P. P. Chhabria, the Founder Chairman of Finolex Group of Industries and a distinguished philanthropist, I²IT has been a pioneer in imparting high-quality education in Engineering and Technology. From its inception, I²IT has been guided by the principles of 'Innovation and Leadership, aiming to foster ground-breaking ideas.

At I²IT, the focus extends beyond academics, with a strong emphasis on life skill development. While students and faculty members immerse themselves in the vibrant academic atmosphere on campus, equal importance is given to nurturing essential life skills that are integral to personal and professional growth.

Driven by a vision to excel and a mission to provide quality education. With its innovative approach to education, state-of-the-art infrastructure, and commitment to holistic development, I²IT continues to inspire and empower the next generation of leaders and innovators in the field of engineering and technology.

In addition to its quality teaching-learning environment and state-of-the-art infrastructure, I²IT prides itself on

its commendable placement record, ensuring that students are well-prepared for successful careers in their chosen field. Moreover, the institute offers world-class research facilities through the Pralhad P. Chhabria Research Centre (PPCRC), providing young minds with the opportunity to engage in cutting-edge research and development activities.

Furthermore, I²IT supports a variety of activities among students that focus on innovation and entrepreneurship, including hackathons, start-up challenges, and ideation sessions. These initiatives not only foster creativity and critical thinking but also provide students with practical experience in problem-solving and project management.

As the world evolves and technology continues to reshape industries and societies, I²IT remains steadfast in its dedication to excellence, innovation, and leadership, shaping the future of engineering education and driving positive change in the world.