SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

FLAME UNIVERSITY

GAT NO 1270, LAVALE, OFF MUMBAI BANGALORE HIGHWAY
412115
https://www.flame.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

FLAME University, established in 2015 vide the FLAME University Act, 2014 (Maharashtra Act No II of 2015) now Maharashtra Private Universities (Establishment and Regulation) Act, 2023(Mah. Act No. VIII of 2024), embraces a vision to provide the best in contemporary education that is rooted in the ideals and philosophy of liberal education. Housed in a 73-acre picturesque campus in Pune, it imparts young minds the skills to thrive in a knowledge intensive economy and a globally engaged democracy where innovation is increasingly becoming relevant to progress and success in an ever-evolving society.

The University follows a **liberal education philosophy** through which students navigate across disciplines to gain the ability to think critically and independently; and to write, reason, and communicate effectively. The pedagogy, seamlessly **integrated with latest technology and innovation**, combines a data-driven perspective with the behavioural view of human decision making to help students better use various tools to become successful leaders in professions of their choice.

The **multidisciplinary curriculum** of the University, marked by intensity, intellectual rigor and continuous focus on research, caters to diverse interests encompassed by five faculties - **Liberal Education; Computing and Data Sciences; Business; Communication; and Design, Art & Performance,** each addressing contemporary challenges and contributing to creation and enrichment of knowledge and capacity building. The intellectual growth of the students and faculty is further enhanced by academic and research collaborations and exchanges with reputed international institutions.

In line with the NEP 2020, the **interdisciplinary approach** is designed to cultivate critical thinking, creativity, and a holistic perspective. Students are encouraged to explore their passions and interests through a **flexible curriculum that allows for customization and specialization** alongside constant focus on creativity, innovation and entrepreneurship. The University offers BA/BBA/BBA(Communications Management) / BSc Honours degrees with more than 360 major and minor combinations and a 4-year BDes degree. The University also offers MBA, MBA(Communications Management), MSc(Economics) and other certificate and diploma programs. The University has recently introduced PhD program in various fields. The institution aims to link the Indian context with a globally informed perspective. By bringing world class education to India, it encourages students to pursue their education in India, thus saving valuable foreign exchange as part of the '**Make in India**' initiative.

The University maintains a **strong research focus** with generous financial support, marked by intellectual rigor and innovation across disciplines to address contemporary challenges and contribute to scholarly output through publications in relevant and high impact factor global journals.

The University places strong emphasis on **experiential learning**, **enabling holistic development** of students by applying theoretical knowledge in real-world scenarios through a plethora of co/extra-curricular, social, cultural, extension and internship activities that help students develop requisite skills, pursue their interests, and build a strong sense of community.

The University strives to provide its students a **world-class contemporary education deeply rooted in Indian value system and ethos**, contributing to nation building and service to the society, in the true democratic spirit

of liberty, equality and justice. It focusses on producing socially responsible citizens, with a quest for excellence and a passion for selfless service, thus impacting society at the global level in the true spirit of ***Vasudhaiva Kutumbakam***. As an aspirational destination for students and faculty, the University endeavors to contribute, in its own modest way, to the nation's journey towards being a global power in the years to come.

Vision

FLAME University exists to build an aspirational destination for students and faculty, to push the design and nature of studies and to create a societal upgradation phenomenon particularly in the fields of liberal education and leadership.

Mission

1. To transform student lives by embodying the core values of liberal education: critical thinking, communication, respectful of diversity and inclusion, good citizenship, creativity and intellectual curiosity augmented with deep knowledge unconstrained by disciplinary silos and situating students at the centre of the knowledge delivery and creation process.

2. To foster a community that attracts and retains passionate educators, creators, and enablers of knowledge who are empowered to realise their full potential in a collaborative environment where research, innovation and entrepreneurship can thrive.

3. To foster a culture of community engagement that is innovative and collaborative to make a positive impact on matters related to education, employment, environment, arts, culture, and socio-economic life.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Leadership has demonstrable capacity and commitment to translate vision into action.

2. Anchored in interdisciplinary education and aligned with NEP 2020.

3. Choice Based Credit System (CBCS) that is contemporary and multidisciplinary.

4. Continuous and Comprehensive Evaluation System (CCES).

5. Cosmopolitan culture enabling students' learning in a multicultural environment.

6. Ideal student-teacher ratio of 14:1 with strong support to meritorious students.

7. Highly qualified and experienced faculty educated from the leading Indian and foreign institutions.

8. Focus on impactful research through generous funding.

9. Diverse incentives for high-quality research and development, consultancy, and publications.

10. Productive research and exchange collaborations with leading Indian and global organisations.

11. Intense focus on faculty guided student research and publications.

12. Fully secure residential campus with 24/7 comprehensive CCTV surveillance designed to facilitate inspired teaching and research with a vibrant and diverse student body.

13. Mandatory sports requirements aimed at all-round and holistic development and character building.

14. Strong focus on knowledge creation and sharing through dedicated labs and collaborative learning spaces.

Institutional Weakness

1. Nascent and upcoming alumni network and contributions due to the University being relatively young.

2. Limited students in doctoral program as it was started recently.

3. Foreign students' enrollment is on the lower side.

4. Lack of diversity in avenues for IPR.

Institutional Opportunity

1. FLAME University, being a pioneer of liberal education in India, has a significant role to play in shaping the destiny of young generation of the country as global leaders, keeping in view that over a third of Fortune 500 CEOs have liberal arts degrees.

2. In view of the increasing demand of interdisciplinary education professional manpower, the University envisages itself as strong resource for training and development and capacity building, having established itself as the pioneer of liberal education in the country.

3. Increasing gross enrollment ratio in higher education in India, with a focus on holistic development and globalization.

4. The University provides an international standard platform of teaching, learning, research and professional development of Indian students from diverse backgrounds. This will also attract foreign students to Indian shores, thus contributing to the national objective of 'Make in India', besides reversing brain drain.

5. With an unequivocal focus on research and development, the University is poised to produce high quality academic and professional output through knowledge creation and sharing, fostering collaborative industry-academia interaction in pursuance of '*AatmaNirbhar Bharat*'.

6. Increased outreach and extension activities engaging the local community, self-help groups, government agencies and other stakeholders in societal development.

Institutional Challenge

1. Retaining meritorious talented professionals in the area of academics and research.

2. Attracting talented applicants from the hinterland and far-flung regions of the country.

3. Creating gainful awareness about the role, long-term benefits and advantages of liberal education.

4. Attracting government sponsored research projects and funding.

5. Creation of public prominence and awareness is a continuous and time consuming process.

6. Being a young university our ability to atract established and renowned senior faculty scholars in different areas is challenging.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

FLAME University's curriculum is **deeply rooted in interdisciplinary education**, emphasizing critical thinking, multidisciplinary exploration, creativity and global values like resilience, diligence, conscientiosness and social responsibility. Aligned with **NEP 2020** and international standards, the **Program Outcomes** (POs) address both local and national needs, promoting social responsibility and cultural understanding. Initiatives like **Developmental Activities Program** (NGO Internships) and the **Discover India Program** encourage positive community contributions and governance participation. Mandatory requirement of courses from various 'Knowledge Universes' of the curriculum prepares the students for a globally connected world.

Prioritizing learning, skill development, employability, and entrepreneurship, FLAME University adapts course syllabi to **contemporary needs**, emphasizing practical skills through **project-based learning**, internships, and soft skills enhancement. **Industry collaboration**, **entrepreneurship courses**, and an **incubation** centre support aspiring entrepreneurs. Regular syllabi revisions and technology integration, such **as Machine Learning, Big Data, Indian Knowledge System**, showcase the university's commitment to staying current and preparing students for evolving challenges. 47% of the courses were added in the last 5 years denoting updation based on contemporary requirements.

Holistic development is an integral component of the curriculum. Cutting across issues like **professional ethics**, **gender equality, human values, and environmental sustainability** are integrated, aligning with

Sustainable Development Goals and NEP 2020. Specializations, including **Environmental Studies and Public Policy**, and courses from various disciplines deepen students' understanding.

Internship/research projects are mandatory in all programs, ensuring practical experience. Students across programs have been offered and successfully completed 60 unique certificate/**value-added courses**.

The University regularly collects and acts upon **feedback from stakeholders** like students, faculty, alumni, employers, and academic peers. The institution's commitment to transparency is evident as the actions taken are communicated to the relevant Bodies.

Teaching-learning and Evaluation

The University has a 92% enrolment across undergraduate and postgraduate programs.

The University employs diverse strategies to address different learning needs. For slow learners, identification involves assessment data, observation, individualized assessment, teacher feedback, and parent input. Support measures include extra time, flexible deadlines, tutoring, counselling, and workshops. Advanced learners benefit from research internships, course waivers (allowed to enroll in advanced courses), and specialized workshops, fostering a holistic and inclusive learning environment.

The university has a student-faculty ratio of 14:1.

The curriculum prioritizes **skill-based knowledge and experiential learning** which include NGO and industry internships, Discover India Program, and field trips. Technology integration features **ICT-enabled classrooms**, a **robust Learning Management System**, and participative learning, fostering a dynamic and engaging educational environment.

The Mentorship Program rooted in **"Guru-Shishya Parampara"** provides comprehensive academic and personal support. Key components include faculty mentors, peer mentors, attendance and performance tracking, holistic student support, faculty advisers for seniors, mental health counselling, regular mentor-mentee meetings, academic monitoring, career guidance, and personal development workshops.

The unique faculty number is 151 across all years with an average of 93% appointed against sanctioned posts. It includes 90% PhD holders from globally reputed organisations with an average teaching experience of approximately 12 years.

The University follows a **continuous and comprehensive assessment and evaluation** system in the examination process.

The examination system is 100% automated across all aspects and it covers registration, hall ticket generation, and result processing on a custom-built platform, streamlining administrative processes and enhancing overall efficiency with an average of 10.8 days between the last examination date and the result announcement. Additionally, less than 1% of the students had concerns about evaluation over the last five years. An average 96.5% is the pass percentage (excluding backlog students) across all degree programs of the university in the assessment period.

The **Learning Outcome-based Curriculum Framework** (LOCF) process of the University is aligned with

UGC guidelines and Washington Accord guidelines. **Program Outcomes** (POs) encompass critical skills, knowledge, and values. **Program-Specific Outcomes** (PSOs) cater to specializations, closely linked to broader POs. The curriculum design involves needs assessment, outcome mapping, **Course Outcomes** (CO) definition, diverse teaching strategies, varied assessment methods, and continuous improvement through reviews and feedback. Attainment is calculated directly and indirectly, aiding informed decision-making for ongoing **curriculum enhancement** and improved education quality.

Research, Innovations and Extension

FLAME University places great emphasis on research, innovation, extension and professional excellence. The University facilitates pursuance of cutting-edge research by continuously promoting and enhancing its research capabilities through a variety of initiatives like developing network with research, establishment of research Centres, **building linkage with academia/industry** both at national and international levels. The University has established 62 functional **Memorandums of Understanding** (MOUs) and linkages with industry and various institutions including Indiana University, University of California Davis, IE University, Sciences Po, both in India and abroad, fostering collaboration and global connections.

In the past five years, the University has provided INR 268.41 Lakhs in seed money (average of INR 53.68 Lakhs) to support faculty research initiatives. A notable 31% of teachers have secured national or international fellowships/financial support for advanced studies/ research and international travel. Among enrolled PhD scholars, 77.8% are receiving research fellowships to pursue their doctoral research. The University has secured, a total research funding of INR 3302.27 Lakhs out of which INR 1100 Lakhs as endowment towards establishment of 3 Chair Professorships in the areas of Marketing, Computing and Data Sciences, and Environmental Studies.

The faculty members are undertaking or have undertaken 312 research projects funded by various entities, including government, non-government organizations, industry, corporate houses, and international bodies, and 25 Indian and foreign patents have been granted for novel contributions. The average scholarly output of each faculty is 1.66 in Scopus/UGC-CARE indexed publications which includes multiple publications in **Q1/ high impact factor journals**. In addition, the faculty have authored 1.29 books and chapters in edited volumes per teacher. Over the last five years, the University and its stakeholders have been recognized with 57 awards for **outstanding research and innovations**.

The emphasis of the University on **consultancy and corporate training**, has garnered a revenue of INR 749.93 Lakhs during the assessment period. The University remains actively engaged in various **outreach and extension activities**, and has conducted 122 such programs engaging with the local community.

Infrastructure and Learning Resources

FLAME University has robust infrastructure encompassing 120186 sq. mt. constructed area, with 60 teaching-learning spaces. **Smart classrooms with interactive audio-visual systems**, complemented by ‘Moodle’ **Learning Management System** (LMS) and the **MyFLAME Student Information System**, enhance real-time access to digital resources powered by **Salesforce.** The fully residential, disable friendly, green, and secure campus has a variety of recreational and cultural facilities such as a Dance Studio, Preview Theatre, Amphitheaters, Television Studio, Common Learning spaces, Cafes, Dining Facilities, Executive Training Spaces, and a 500-seater state-of-the-art auditorium.

Academic facilities include classrooms, conference rooms, seminar rooms, and specialized labs like Design Lab, Visual Arts Studio, Sculpture Studio, Chemistry Lab, Biology Lab, Psychology Lab, Recording Studio, and a **Financial Research Lab** with **Bloomberg** terminals. It also has a **Digital Learning lab** with recording facilities. Some of the important software supporting teaching learning and research are STATA, MATLAB, ESRI - Indo ArcGIS, Final Cut Pro, Adobe Creative Cloud etc. The University has also subscribed to **Turnitin anti-plagiarism software**.

The Vivekananda Central Library facilitates the availability of extensive resources, including books, journals, databases, and software subscriptions, with 51,054 books, 34 hard copy journals, 39,417 e-journals, and 463,077 e-books, 22 magazines, and 19 newspapers. Notable resources include **Thomson Reuters** terminal, EBSCO, APA PsycArticles, SPSS, PROQUEST, JSTOR, SCOPUS, NPTEL among others. The University is an institutional member of the Savitribai Phule Pune University Jayakar Library, Indian Institute of Science Education & Research, Delhi Library Network (**DELNET**) and International Association of University Libraries (**IATUL**).

The library is fully automated and is equipped with the cloud-based KOHA **Integrated Library System**, secured with **RFID** technology. The library remains operational every day from 9:00 AM to 1:00 AM, and witnessed a footfall of 385,186 in the last academic year, averaging around 1400 daily.

FLAME University uses state of the art IT facilities, which are regularly upgraded in order to enhance user experience and research capabilities. Some of the specialized tools are SOPHOS **firewall**, CISCO Meraki Network monitoring software, Honeywell Impact, AI enabled CCTV cameras and Honeywell **Video Monitoring system**, eSSL eTimeTrackLite biometric system, Salesforce, RIO Education, HCM. **Fully Wi-Fi enabled campus entails 5 GBPS internet bandwidth** capacity. The university has a **student-computer ratio of** 4**:1** with computers located in multiple labs.

The University has **world class sports infrastructure** at the university spreading over **6749** sq. mt. of indoor facilities and **34026** sq. mt. of outdoor infrastructure. Sports amenities include outdoor facilities like tennis, football, cricket, volleyball, handball, Olympic sized swimming pool and athletic track which are floodlit for operations in the evening and night. A **state-of-the-art indoor sports complex** boasts facilities for Basketball, Squash, Badminton, Yoga studio, and a well-equipped gymnasium.

The University is **ISO 21001:2018** certified and has established systems and procedures for maintaining and utilizing physical, academic and support facilities effectively and efficiently.

Campus: https://youtu.be/VvHQ3YvBito?si=6r_O6Rx4XyeZl7or

Student Support and Progression

FLAME University emphasizes extensive career counselling, providing work readiness sessions, sector-specific information, and expert lectures. The institution conducts psychometric tests, hosts alumni guidance sessions, and promotes entrepreneurship through the FLAME **Centre for Entrepreneurship and Innovation**. International university events assist students in interacting with associated representatives, while the Career Services Office guides them in competitive exams. **E-counselling** platforms ensure remote personalized guidance, aiding successful career planning.

The University provides variety of **scholarships and financial assistance** to its students viz. Merit

Scholarships, need based scholarships, and Dean's scholarship, which entails fee waiver for students in good standing to take additional credits over and above their graduation requirements and scholarship for covering the expenses incurred in research projects/conference presentations or field trips. A total of 63% of students have availed of some kind of scholarship during the assessment period.

The placement percentage of outgoing students stands at 71%. The percentage of graduated students who have joined further higher education year-wise during the last five years is 60% with students **studying in various top universities in India and the world,** whereas 7.23% of students have qualified in state/National/International Level Examinations.

The University also conducts **capacity development and skills enhancement** programs covering various soft skill areas such as public speaking, writing and also offers multiple foreign language courses. Multiple opportunities for learning **entrepreneurship** through courses and **mentorship** to encourage students to start their own entrepreneurial journey and seminars are provided and courses to make students aware of technological trends are offered.

FLAME University's Student Council oversees co-curricular and extracurricular activities, and represents students in key academic and administrative bodies. This includes participation in committees such as **IQAC, Anti-Ragging, Disciplinary, Internal Complaints, Women Cell,** and **Grievance Redressal**. Student-led committees for culture, sports, and welfare enhance campus life, organizing events and addressing concerns. The university values students' inputs in decision making.

The vibrant student community organizes multifarious sports and cultural activities on the campus round the year, and also participates in such events organized at other institutions. **Sports is a mandatory requirement** for all students helping them maintain physical fitness and well-being, wherein Yoga plays a significant role. In the last academic session, students have won 61 medals/prizes and positions in various competitions conducted by other institutions. The University organized multiple sports and cultural events on the campus during last year.

The University has established a **registered alumni association** with various chapters at different locations. The **Alumni relations office** coordinates and conducts various alumni engagement events. There exits an exclusive web portal **FLAME AlumNet** where the alumni can connect among themselves as well as the University. The vibrant alumni community of the university contributes in development of the University in a variety of ways, like subject matter experts, panelists, guest speakers, feedback, mentorship, project, career counselling, internships and placements. During the last year, the alumni contributed an amount of INR 109.83 Lakhs to their alma mater.

Governance, Leadership and Management

FLAME University embraces **transparency and decentralization in its governance**, aligning with its vision and mission. The University is firmly rooted in interdisciplinary education and actively implements the NEP 2020, integrating the holistic approach into the curriculum and practices. The University prioritizes sustained qualitative growth of its people through diverse programs and research initiatives. Engaging faculty, staff, and students in decision-making, the decentralized governance model fosters innovation and responsiveness. **E-governance** at FLAME University covers various operational domains which encompass administration, including finance and accounts, student admission and support, examinations, and grievance redressal mechanism.

The University policies and procedures are extensively stated in different manuals that are reviewed and updated regularly. These detail the **organization structure, code of conduct, professional ethics**, disciplinary rules etc. They also cover the recruitment, appraisal and promotion policies, comprehensive leave policies, welfare measures, including maternity and paternity leave, creche facilities, gratuity, subsidized dining and transport, office space, campus accommodation, health insurance, and awards, contribute to a holistic and supportive workplace culture. The University has been certified as '**Great Place to Work'** consistently for 4 years.

Various faculty development initiatives are undertaken for their skills and knowledge enhancement, and capacity building. 61.49 % of faculty have attended Faculty Development Programs (**FDPs**) which are of at least 5 days duration during the assessment period. In addition, 65.65% faculty have availed financial support to attend FDPs conferences, workshops, and membership in various professional bodies.

In addition to student fees, the University generates revenue from consulting, corporate training, and philanthropic grants. An amount of INR 36111 Lakhs has been received from philanthropic organisations, including the founders, for infrastructure development, so far. In order to maintain the financial prudence, the university regularly conducts internal and external audits by duly appointed auditors.

IQAC has significantly contributed to FLAME University's institutional processes, ensuring adherence to **Outcome Based Education** (OBE) in teaching and learning policies. It sets the guidelines for curriculum review, validates course creation and revision processes, reviews all university manuals for adherence to rules, and collects, validates, and submits data for regulatory purposes. IQAC conducts training on quality initiatives, oversees ISO certification, and achieved accolades like **Diamond rating in QS I-Gauge**, **A* Grade in Crisil Business School grading**, and **Great Place to Work** ratings. It validates activities, disseminates surveys, analyses result, recommends quality improvement measures, and conducts annual academic and administrative audits.

Institutional Values and Best Practices

FLAME University value system comprises of **Ahimsa, Guru-Shishya Parampara, Respect for Human Dignity, Ecological Balance, Humility** along with scientific temper, citizenship values, and life skills. The University is committed to a multifaceted approach to sustainability and inclusivity. It follows a zero tolerance policy on ragging, smoking, liquor, and other banned substances.

The University actively promotes constitutional awareness through orientation programs, courses, community engagement, and collaborations, fostering civic responsibility. **Barrier-free environment**, offering accessible facilities for differently-abled individuals are some of the facilities in pursuance of the commitment to inclusivity. The University ensures gender equity and safety through regular gender audits, **Women Cell** and **Internal Complaints Committee** (ICC). The University conducts **gender-related courses**, emphasizes women representation in decision-making, and ensures safety through surveillance and female security personnel. Additionally, it provides support facilities like **daycare and separate common room for girls**.

The University prioritizes **sustainable waste management** through well-structured system. Solid waste is managed via strategic bin placement and segregation. Liquid waste undergoes efficient treatment in sewage plants, contributing to water conservation. Biomedical waste is handled through dedicated facilities and a partnership with Life Secure Services. **E-waste is responsibly disposed** of in designated collection centers, collaborating with Green India E-waste for recycling. The institution also promotes recycling with designated

bins and an on-site organic waste converter, reducing strain on natural resources. The university conducts **green and energy audits**, engages in clean campus projects, and extends its environmental initiatives beyond campus boundaries. The University undertakes **comprehensive water conservation measures**, including **rainwater harvesting**, borewell/open well recharge, tanks and bunds, wastewater recycling, and the maintenance of water bodies and distribution systems on campus. Use of **energy efficient lighting and equipments**, like solar energy panels, **LED lighting** etc. by the University helps conserve the scarce natural resources.

One of the best practices is **Discover India Program** (DIP) which is a transformative expedition crafted to instill profound awareness and a sense of pride in the rich culture, heritage, and traditional practices of young Indian adults. The other best practice is synergizing Academia-Industry Linkage. This exemplifies the potential of industry-academia collaborations in liberal education settings and its impact on the growth of the university.

The distinctiveness of the university is its educational philosophy which is embedded **in liberal education**. It emphasises a **holistic understanding** of diverse disciplines, enabling students to explore various fields. The cornerstone is a broad-based understanding, complemented by specialized expertise development, emphasizing research, **experiential learning, and real-world problem-solving**.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	FLAME UNIVERSITY
Address	Gat No 1270, Lavale, Off Mumbai Bangalore Highway
City	Pune
State	Maharashtra
Pin	412115
Website	https://www.flame.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Vice Chancellor	Dishan Kamdar	020-67906015	9999347833	-	arc@flame.edu.in
IQAC / CIQA coordinator	Santosh Kudtarkar	020-67906205	8407923866	-	iqac@flame.edu.in

Nature of University	
Nature of University	State Private University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	16-01-2015
Status Prior to Establishment,If applicable	Other
Establishment Date	17-09-2007
Any Other, Please Specify	Standalone Institution

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	**Date**	**View Document**
2f of UGC	13-02-2015	View Document
12B of UGC		

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**	**Programmes Offered**	**Date of Establishment**	**Date of Recognition by UGC/MHRD**
Main campus	Gat No 1270, Lavale, Off Mumbai Bangalore Highway	Rural	73	120186	PhD, MBA, MBA (Communications Management), M.Sc. (Economics), BDes, Four Year Honours Program (BA/BBA/B.Sc./BBA (Communications Management)). Diploma, Certificate		

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: No

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	20				42				90			
Recruited	15	2	0	17	26	14	0	40	41	48	0	89
Yet to Recruit	3				2				1			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				218
Recruited	139	79	0	218
Yet to Recruit				0
On Contract	0	0	0	0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				37
Recruited	27	10	0	37
Yet to Recruit				0
On Contract	0	0	0	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.	14	2	0	21	14	0	36	44	0	131
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	1	0	0	4	0	0	5	3	0	13
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.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	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	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

Distinguished Academicians Appointed As

	Male	**Female**	**Others**	**Total**
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	0	0	0	0

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Faculty of Communication	B M Labroo Chair of Marketing	Asahi India Glass Ltd.
2	Faculty of Computing and Data Sciences	Chair Professor of Computing and Data Sciences	Bright Star Investments Pvt. Ltd.
3	Faculty of Liberal Education	Chair Professor of Environmental Studies	Roop Manek Bhanshali Trust

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	181	398	0	4	583
	Female	435	767	0	29	1231
	Others	0	0	0	0	0
PG	Male	61	64	0	0	125
	Female	51	51	0	0	102
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	4	3	0	0	7
	Female	5	2	0	0	7
	Others	0	0	0	0	0
Diploma	Male	4	15	0	1	20
	Female	9	34	0	7	50
	Others	0	0	0	0	0
Certificate / Awareness	Male	6	9	0	0	15
	Female	1	3	0	0	4
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	Nill
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	**Upload Report**
Faculty Of Business	View Document
Faculty Of Communication	View Document
Faculty Of Computing And Data Sciences	View Document
Faculty Of Design Art And Performance	View Document
Faculty Of Liberal Education	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Enshrined in Liberal Education, the FLAME University's educational philosophy integrates various disciplines to foster a comprehensive learning environment. The underlying principle for the strategic plans of the university is to develop interdisciplinary programs, collaborative research initiatives, and the establishment of Centres of research for the university to be a leading institution of learning and research. This includes enhancing infrastructure, faculty development, and creating avenues for cross-disciplinary interactions. The University emphasizes seamless integration of Humanities, Social Sciences, Business, Design, Fine and Performing arts, Communications and Sciences with an interdisciplinary focus, allowing students to combine subjects, which otherwise were confined in separate streams in the conventional higher education

	system, so far. The University offers flexible and innovative curriculum which includes broad-based foundation courses that encompass various disciplines which students have to take in first year. Subsequently, they pursue their specialisations by declaring a major and minor. FLAME University offers more than 360 major-minor combinations across diverse fields. The curriculum is designed to provide students with a well-rounded education, fostering not only academic excellence but also a sense of social responsibility e.g. credit-based internships, community service projects, and interdisciplinary research initiatives. The University offers 4-year programs leading to BA/BSc/BBA/BBA(Communications Management) Honours degrees with exit options after 3-years in which the students can choose from a variety of elective courses, allowing them to explore different disciplines outside their areas of specialisation, in addition to their major and minor. This flexibility ensures that students tailor their educational journey according to their interests and career aspirations. The University is committed to engaging in more multidisciplinary research endeavours to address society's pressing issues. The University has established various research centres such as The India Centre, Centre for Legislative Education and Research, Centre for Interdisciplinary Artificial Intelligence, Centre for Sustainability, Environment and Climate Change, Centre for Knowledge Alternatives to name a few which brings together experts from diverse fields to collaborate on solutions. Initiatives include research projects addressing environmental sustainability, healthcare challenges, and societal development. A notable good practice of the University is the promotion of practical education through regular seminars, workshops, and conferences that bring together well-known experts from various fields. The University encourages faculty and students to participate in collaborative research projects and publish interdisciplinary research papers. The University is fully committed to implementing the NEP 2020 by embracing a holistic multidisciplinary approach to education. The vision, programs, flexible curricula, and research initiatives of the University are aligned with the objectives outlined in the NEP, ensuring a well-rounded educational experience for the students.

2. Academic bank of credits (ABC):	The University has taken initiatives to fulfill the requirements outlined in the NEP 2020 regarding the Academic Bank of Credits (ABC). The University has established a robust digital infrastructure (ERP) to align with the Academic Bank of Credits, ensuring transparency and accessibility for both learners and academic administrators. The University has developed a comprehensive database that records and tracks the academic credits earned by each student throughout their academic journey. The University has implemented a credit transfer system to acknowledge and accept credits earned by students in other institutions, fostering a more flexible and learner- centric educational framework. The University has registered in the National Academic Depository in alignment with the Academic Bank of Credits framework. This registration allows students to seamlessly transition in and out of the academic system based on their evolving academic and professional aspirations. Efforts for seamless collaboration and internationalization of education are integral to the University’s ethos and practice, having established partnerships with renowned foreign institutions for study-abroad programs, and facilitate credit transfer for students who choose to study abroad for a semester or a year. The University credit transfer system ensures that the learning experience gained during international study contribute to the students' overall academic progress. Faculty members are encouraged and empowered to design their own curricular and pedagogical approaches within the approved framework, as outlined in NEP 2020. The University fosters a culture of academic freedom, allowing faculty members to innovate in their teaching methodologies, select textbooks, and design assessments. Regular workshops and training sessions are conducted to keep faculty updated on the latest pedagogical practices and to encourage the adoption of learner-centric methodology. The University is committed to the successful implementation of the Academic Bank of Credits in line with the NEP 2020. Through proactive initiatives, collaboration, faculty empowerment, and student support services, The University aim to create a dynamic and flexible learning environment that prepares students for success in a rapidly evolving global landscape.

3. Skill development:	The University is dedicated to fortifying the vocational education and soft skills of students, aligning with the National Skills Qualifications Framework (NSQF). Initiatives include the incorporation of skill-centric modules within the curriculum and in various courses, emphasizing hands-on training, and fostering a practical understanding of theoretical concepts. Workshops, seminars, and industry interactions are regularly organized to expose students to real-world applications, ensuring that they acquire both technical expertise and soft skills crucial for professional success. A diverse array of courses ranging from Writing, Public Speaking, Digital Marketing, Financial Literacy, Research Methodology, Entrepreneurship to Computer Technologies is offered to seamlessly integrate vocational education into mainstream academic pursuits. Internships are integral components of all degree programs, providing students with practical exposure and industry-relevant experiences. Additionally, specialized vocational courses are designed in collaboration with industry experts to address specific market needs. The integration of vocational education into mainstream programs ensures that students are well-equipped to meet the dynamic demands of the workforce. Inculcating values is a cornerstone of the University's educational philosophy which is reflected in the institutional values of Ahimsa, Guru-Shishya Parampara, Respect for Human Dignity, Ecological Balance, Humility along with scientific temper, citizenship values, and life skills. The University provides value-based education that goes beyond academic knowledge, aiming to develop well-rounded individuals. Good citizenship is a core tenet of all the program outcomes. The Applied Ethics course for instance is mandatory for all undergraduate students. The University fosters a positive learning environment that nurtures ethical behaviour, social responsibility, and a sense of community. To bridge the gap between academic learning and industry requirements, The University actively engages the services of industry experts. These seasoned professionals teach courses, conduct workshops, share industry insights, and contribute to the development of practical skills. This initiative not only enhances the quality of vocational education but also provides students with exposure to

	real-world scenarios. Recognizing the diverse needs of learners, FLAME offers vocational education in various modes such as online learning, blended learning, and on-campus modular modes and also conducts summer schools to build skills and provide exposure to diverse areas. The University has subscribed to LinkedIn Learning which is the leading upskilling platform for professionals with thousands of courses for the benefit of students. This flexibility allows students to take courses, especially those aligned with NEP 2020 and are strategically planned to be offered through online and/or in-person modes, ensuring broader reach and convenience for learners. A notable good practice in skill development is the emphasis on industry-relevant projects and internships. Students are encouraged to work on real-world projects in collaboration with industry partners. This hands-on experience not only enhances their practical skills but also provides exposure to the professional work environment. Additionally, the University has established a mentorship program where industry professionals, who are alumni, guide the students with their valuable insights and career advice.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	FLAME University is committed to the appropriate integration of the Indian Knowledge System, emphasizing teaching in Indian languages and culture. The strategy involves a combination of offline and online courses, ensuring accessibility and flexibility for a diverse student population. In the curriculum, specific modules are designed to incorporate Indian perspectives, heritage, and cultural nuances. These modules are delivered through both traditional classroom settings and online platforms, allowing students to engage with the material at their own pace. Faculty are trained in effective instructional strategies, translation techniques, and cultural sensitivity to ensure that they are well-equipped to deliver content in a manner that resonates with students from diverse linguistic backgrounds. The University offers a number of language courses actively promoting Indian languages such as Sanskrit, Marathi and Hindi. The India Centre intents to offer Pali and Prakrit soon and organize various workshops, seminars and conferences etc. in this regard. The language courses and workshops are conducted on a regular basis to foster the linguistic

	diversity and preserve these languages. The India Centre provides an enabling environment for students and researchers from India and abroad to study the evolution of various aspects of Indian culture and identify and promote the study of some of its features. The research initiatives of the faculty associated with the centre are designed to preserve and promote Indian ancient traditional knowledge. The University encourages interdisciplinary research projects that explore the depth of traditional Indian sciences, philosophy, and wisdom. Public engagements and collaborations with scholars and practitioners of traditional knowledge systems are facilitated to bridge the gap between academic understanding and traditional expertise. The University also actively promotes Indian arts through cultural events, exhibitions, and dedicated courses. Students have opportunities to engage in traditional art forms, both as part of the curriculum and through extracurricular activities through courses and workshops offered from the Faculty of Design, Art and Performance. The University supports art-centric initiatives that contribute to the preservation and evolution of Indian artistic traditions. Cultural festivals, heritage walks, and thematic events are organized to celebrate and educate students about Indian culture and traditions collaborating with experts and cultural organizations to provide immersive experiences that go beyond the classroom setting. Traditional practices and rituals are integrated into campus life, fostering a sense of cultural continuity. A good practice in Indian Knowledge Systems is the Discover India Program. All undergraduate students have to mandatorily undergo a course called the Discover India Program. The main emphasis of the program is to delve into, comprehend, and immerse participants in the vibrant culture and heritage of India. Key areas of exploration encompass fine and performing arts, historical monuments, architecture, social customs, religious practices, festivals, rites, and traditional livelihoods. The program is crafted to foster an exploratory mindset, enabling students to cultivate a critical perspective toward the study of cultural and historical traditions.
5. Focus on Outcome based education (OBE):	FLAME University has aligned its curriculum with the principles of Outcome-Based Education (OBE).

The process involves a systematic review and restructuring of existing programs to ensure that learning outcomes are clearly defined and measurable. The respective faculties have been actively engaged in crafting learning objectives that emphasize the knowledge, skills, and competencies that students are expected to acquire by the end of each program. One key initiative is the establishment of Program Educational Objectives (PEOs), Program Outcomes (POs), and Program Specific Outcomes (PSOs) for each academic program. PEOs outline the career and professional accomplishments expected of graduates, while POs and PSOs delineate the specific knowledge and skills students should possess upon completion of the program. This strategic alignment with OBE principles ensures that the curriculum is designed to meet the needs of industry, society, and individual learners. The Course Outcomes (COs) have been defined linking each course to specific program outcomes. To capture the essence of OBE in teaching and learning practices, the institution has implemented several measures to ensure that the curriculum translates into meaningful educational experiences for students. Assessment Strategies: The University has adopted diverse and authentic assessment strategies aligned with OBE principles. These include project-based assessments, case studies, presentations, and practical demonstrations. The assessment methods are designed not only to evaluate students' understanding of the subject matter but also to gauge their ability to apply knowledge in real-world scenarios. Active Learning Techniques: Faculty members are encouraged to incorporate active learning techniques in their teaching methodologies. This includes group discussions, problem-solving exercises, and hands-on projects. These methods are intended to engage students actively in the learning process, fostering a deeper understanding of the subject matter and promoting the development of relevant skills. A notable good practice in alignment with NEP 2020 is the institution's implementation of a comprehensive mentoring system. Each student is assigned a faculty mentor as well as a peer mentor who guide them throughout their academic journey. The mentor plays a crucial role in helping students understand and align their personal goals with the program outcomes. Regular mentoring sessions involve discussions about

	career aspirations, skill development, and progress toward achieving learning objectives. This mentoring system not only contributes to the personal and professional development of students but also serves as a feedback loop for the institution to assess the effectiveness of the OBE framework. It allows for timely intervention and adjustments to the curriculum, ensuring that the institution remains responsive to the evolving needs of students and the industry.
6. Distance education/online education:	The University recognizes the potential of Open and Distance Learning (ODL) in offering vocational /skill-based courses to a diverse and geographically dispersed student population. The University is actively exploring the development of ODL programs that encompass practical, hands-on training and industry-relevant content to meet the evolving needs of learners seeking vocational education. To enable this, The University has started a Centre for Digital Learning with state-of-the-art facilities for the design, production, and execution of online courses. The University is committed to leveraging technological tools for teaching and learning activities, fostering a blended learning environment that combines the strengths of both online and traditional approaches. The University has established a world class infrastructure to create relevant and contemporary content in pursuance of a digitally empowered society and knowledge economy. The University is using the state-of- the-art Learning Management Systems (LMS: MOODLE) to facilitate the organization of course materials, asynchronous discussions, and online assessments. Additionally, video conferencing tools in many classrooms enable live interactions, virtual classrooms, and collaborative projects, creating a dynamic and engaging learning experience. Efforts are made to integrate multimedia resources, simulations, and virtual labs into the curriculum to enhance the learning experience. Faculty members receive training on the effective use of these tools to ensure that the technological components complement the pedagogical objectives. This approach not only accommodates different learning styles but also prepares students for the digital demands of the contemporary workplace.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, the students' co-ordinator and co-ordinating faculty members are appointed by the University and the ELC is functional with student and faculty holding key positions in the club.
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 University is located in the village called Lavale. In addition to Lavale, students have been working with the principals of schools of the neighboring villages of Pirangut and Nandegaon to establish an electoral awareness program. The plan is to work with the District Collector to have an electoral literacy fair in the month of March in which 20 universities from Pune will be invited where state reports of 12 states, manifestos of past 2 decades and assembly constituency reports of 200 constituencies from various states will be showcased in addition to a Mock Parliament. The idea is to inculcate a sense of regional communities and their distinctiveness in elections and the different culture of politics and elections that surrounds them. The club also publishes a newsletter where the aim is to establish a culture of going beyond the superficial awareness of politics and elections. Students are collaborating with an organisation that works with tribal and scheduled castes in trying to reach out to them especially in Maharashtra. There is also a plan to create a mobile museum on elections which can travel in various villages in and around Pune. This museum will display examples of mock EVM, FORM 6A, FORM 26A, FORM 2B as examples.
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.	Students have started a practice of Chaupal to reinvigorate the spirit of holistic and inclusive discussion in the campus. The first of its kind will be where 8 different teams are participating as different parties and drafting manifestoes. The newsletter will be the regular publication and in addition the university ELC is on social media providing regular calendar updates for all election related activities across India which includes seminars, public lectures, university spaces activities, books and databases that will be collated on the channel. The University's Centre for Legislative Education and Research is

	actively engaged in dissemination of knowledge pertaining to the Indian democratic process and governance.
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.	The ELC aims to register at least 300+ students as voters in the next 3 months and conduct annual voter registration drives supported by the institution in not only the university but also in the neighboring community.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1676	1353	1092	862	770

File Description	Document
Institutional Data in prescribed format	View Document

1.2

Number of final year outgoing students year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
492	341	299	250	236

File Description	Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

Number of full time teachers in the institution year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
123	105	84	75	70

File Description	Document
Institutional data in prescribed format	View Document

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 151

File Description	Document
Institutional data in prescribed fomat	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
2433.76	693.81	441.44	454.12	450.15

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs), and Course Outcomes(COs) of the Programmes offered by the University

Response:

FLAME University's educational philosophy is deeply rooted in the concept of liberal education. This approach to instruction transcends the artificial boundaries that often separate academic disciplines and unveils the inherent unity that underlies all knowledge. It encourages students to explore multiple disciplines to gain diverse perspectives, fostering a deeper understanding of subjects and the discovery of more effective problem-solving strategies. The overarching goals of University's educational philosophy include:

1. Cultivating lifelong habits of learning, critical thinking, and effective communication.
2. **P**roviding exposure to a wide array of knowledge from various disciplines.
3. Equipping students with skills for in-depth comprehension of their areas of interest.
4. Instilling values of tolerance, inclusion, and civic engagement.
5. Enhancing life skills, ethical values and leadership abilities.

The curriculum of the University is aligned with the principles of interdisciplinary education addressing the **local, regional, national, and global** imperatives. The University places a strong emphasis on the welfare of humanity and environmental sensitivity in all its programs and seeks to achieve it by expanding educational opportunities, **supporting sustainable and eco-friendly practices**, enhancing employment prospects, promoting **financial independence, digital literacy, fostering diversity and inclusion,** and serving as a hub for cultural activities.

Another PO related to **Good Citizenship** aspires to equip students with the "Capacity to apply knowledge and skills to contribute positively to the creation of just, inclusive, tolerant, and environmentally sustainable communities, and demonstrate, by doing, the importance of participating in the governance structures of one's profession and society. This includes **active participation in governance structures** within their professions and society as a whole. FLAME University's curriculum incorporates these aspects, introducing local context where appropriate.

All undergraduate students are required to complete an internship with an NGO through the **Developmental Activities Program**. This experience exposes students to the **socio-economic realities** of India and challenges them to devise **innovative developmental solutions**. Additionally, every undergraduate student participates in the **Discover India Program**, an intensive course designed to deepen their understanding of **India's cultural heritage, society, and economy**, enabling them to identify creative solutions to address the country's developmental needs. Furthermore, a wide range of courses on Indian politics, economics, international economics, Indian society, entrepreneurship (both

national and international), business, and cultural studies are available to a vast majority of students, allowing them to tailor their education to their interests and goals.

The Program Outcomes(POs) and Course Outcomes(COs) are aligned with the principles envisaged in the Washington Accord, UGC guidelines and NEP 2020; and are **deeply rooted in the Indian context**. An important outcome seeks to create individuals 'Capable of taking a critical, informed, and action-oriented approach towards India's **diversity encompassing its social, economic, political, historical, environmental, cultural aspects** among others.' and prove themselves the responsible citizens of the society.

File Description	Document
Provide Link for Additional information	View Document

1.1.2

The Programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

The University recognizes the overriding importance of delivering a curriculum that not only imparts theoretical knowledge but also equips students with practical skills and a **forward-thinking mindset** aligning with various employment generation schemes/programs of the government.

A. Relevance of Curriculum on Employability and Skill Development

The core objective of the curriculum is to prepare students for real-world challenges and opportunities. To address employability and skill development, we have implemented several strategic measures:

1. **Skill-Centric Approach**: We emphasize practical skills alongside theoretical understanding. Project-based learning, case studies, and internships are integral to many courses, enabling students to apply classroom concepts in real-world contexts.
2. **Soft Skills Enhancement**: We have integrated communication, critical thinking, teamwork, and problem-solving into the curriculum. Standalone courses in critical thinking, public speaking, and multiple foreign language courses such as German, French, Mandarin, Persian, Japanese are offered to prepare students for global careers.
3. **Industry-Aligned Course Structure**: Our curriculum is designed in consultation with industry and academic experts. This ensures that students acquire the skills and knowledge that are directly relevant to their chosen fields.

B. Entrepreneurship Courses

The University's commitment to fostering entrepreneurship is exemplified by incorporating **Entrepreneurial Spirit** as one of the key POs for every program offered in in the institution.

1. **Entrepreneurial Curriculum**: A wide array of entrepreneurship courses is available, catering to different levels of experience. From introductory courses to advanced studies, students gain a comprehensive understanding of entrepreneurship's nuances.
2. **Incubation Centre**: The centre supports budding entrepreneurs through mentorship, resources, and infrastructure and has accelerated a host of ventures to attain the next level of growth that empowers students with the skills required to transform ideas into viable ventures.

C. Revision of Syllabi to Include Modern Developments

Staying ahead of the curve requires an adaptive curriculum that integrates the latest developments. The university conducts revision of syllabi every year with a comprehensive curriculum review that takes place every 4 years. We conduct periodic surveys of experts from industry, academia, students, etc. to revise syllabi and introduce new courses. Our commitment to modernization is evident through:

1. **Technology Integration:** We recognize the transformative power of technology. Courses now integrate AI based LLM tools to facilitate interactive learning, simulate real-world scenarios, and encourage critical thinking. Tools such as SAP, STATA, SPSS, R, MATLAB, Adobe Cloud, Thomson-Reuters, and Bloomberg are integrated into the curriculum. The University strongly encourages students and faculty to embrace technology in their teaching and learning.
2. **Data Science and Programming:** With the rise of data-driven decision-making, data science and programming courses have been expanded. With a host of elective courses, students can acquire proficiency in data analysis, coding, and machine learning, enhancing their competitiveness in the job market
3. **Computational Technologies and their Integration:** As computers have become an integral part of our lives, the University has integrated its training even in disciplines such as literature, where we have introduced courses such as Digital Humanities which incorporates the latest in digital technology in the humanities stream.

File Description	Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 32.69

1.2.1.1 **Number of new courses introduced during the last five years:**

Response: 254

1.2.1.2 **Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :**

Response: 777

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

FLAME University is committed to **fostering a holistic educational experience** that transcends academic streams. Our initiatives in professional ethics, gender equality, human values, and sustainability reflect this commitment to preparing students for responsible good citizenship. The University' values reaffirm its commitment to inculcating empathy, inclusivity, and respect for diversity while preparing the students for the challenges and opportunities of the future in line with **Sustainable Development Goals(SDG)** and NEP 2020 goals.

Human Values and Ethics (SDG-10, 16)

The underlying values of FLAME University which capture many of the essential elements of the Sustainable Development Goals are:

- Ahimsa
- Guru-Shishya Parampara
- Respect for human dignity
- Ecological Balance
- Humility

These values form the bedrock of everything including the curriculum at the University and seek to instill principles of **empathy, integrity, and social responsibility** in our graduates by constantly reinforcing them in courses that the students take and in interactions with the faculty and staff.

Courses such as the mandatory **Applied Ethics** as well as **Business Ethics** provide a comprehensive exploration of ethical principles and their practical application in real-world scenarios. It delves into the ethical dilemmas encountered in various fields, providing students with a **robust framework for**

making morally sound decisions. Topics include ethical theories, decision-making models, and case studies to equip students with the critical thinking skills needed to navigate complex ethical challenges in their personal and professional lives.

Gender (SDG-5)

A range of **gender-related courses**, including gender studies, gender and society, are offered to promote gender equality and inclusivity, encouraging critical thinking about gender issues and various awareness programs on gender are organised all-round the year. A majority of students are women and the curriculum hones their abilities and gives them the confidence to operate and succeed in the real world.

Environment and Sustainability (SDG-6,7,11,12,13)

The mandatory **Environmental Studies** course offers a holistic exploration of our planet's ecosystems, environmental challenges, and sustainable solutions. Students are **exposed to ecological principles, conservation strategies**, and the impact of human activities on the environment. Through interdisciplinary approaches, this course equips students with the knowledge and tools to address pressing environmental issues and make informed choices that contribute to a sustainable future.

Environmental Studies and Public Policy Specialization:

Environmental Studies and Public Policy can be pursued as a specialization, enabling students to delve deeper into sustainability and ecological concerns.

Climate Change and Sustainability:

The university incorporates climate change and sustainability into various courses, including business, to prepare students for the challenges of a rapidly changing world. **The Centre for Sustainability, Environment, and Climate Change** is dedicated to the development of educational materials and curriculum aimed at seamlessly integrating topics related to sustainability, the environment, and climate change into the curriculum at various levels.

File Description	Document
Provide Link for Additional information	View Document

1.3.2

Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years

Response: 52

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 100

1.3.3.1 **Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

Response: 8

1.3.3.2 **Total Number of programmes offered (without repeat count) during the last five years**

Response: 8

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

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

File Description	Document
Institutional data in the prescribed format (data template)	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: 92.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
760	630	540	420	390

2.1.1.2 **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
714	597	509	360	341

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	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: 100

2.1.2.1 **Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
118	84	76	52	54

2.1.2.2 **Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
118	84	76	52	54

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
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2.2 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

In an effort to foster an inclusive and dynamic learning environment, FLAME implements a comprehensive set of strategies to cater to the diverse learning needs of its student body. Identifying slow and fast learners is crucial for tailoring education effectively. Strategies include:

Identifying Slow Learners:

1. *Assessment Data*: Analyses of test/assignment scores and academic performance to identify consistent underachievement.
2. *Observation:* Class participation is an integral component of most courses. Monitoring students' in-class engagement, participation, and comprehension.
3. *Individualized Assessment*: Conducting in-class tests to pinpoint specific areas of weakness.
4. *Teacher Feedback*: Seeking inputs from instructor who work closely with students.
5. *Parent Input and Declaration*: Involving parents to understand learning challenges and

behaviours at home.

Identifying Fast Learners:

1. *Accelerated Testing*: Assessing students' mastery of current content and their readiness for advanced material.
2. *Performance Consistency*: Consistently high-test scores and a quick grasp of new concepts.
3. *Teacher Recommendations*: Feedback from teachers familiar with students' abilities.

Strategies for Slow Learners and Students with Special Needs

1. *Additional Time for Tests and Exams*: Slow learners are provided with extra time during tests and exams to alleviate time pressure and allow for a more comfortable testing environment.
2. *Relaxation in Deadlines*: Flexible deadlines are offered to accommodate slow learners' pace of progress, reducing stress and anxiety related to assignment submissions.
3. *Tutoring Support through Teaching Centres*: Specialized tutoring centres, the Writing Centre and the Q-Centre, have been established to provide one-on-one or group tutoring sessions tailored to the individual needs of slow learners.
4. *Counselling Services*: Professional counsellors are available to offer emotional and academic support, assisting slow learners in overcoming challenges and building confidence.
5. *Special Workshops*: The university conducts regular workshops through the Q-Centre, Writing Centre, etc focusing on study strategies, time management, and discipline-specific topics to help slow learners develop effective learning habits.
6. *Preparatory Course at the beginning of the Program*: The preparatory program offers essential skills like mathematics, accounting, and writing to incoming students. It equips them with a strong foundation to meet the demands of the program.

Strategies for Advanced Learners

1. *Course Substitutes:* Advanced learners are granted option to substitute courses with others when they demonstrate a strong understanding of the material, enabling them to enroll in higher-level courses.
2. *Research Internships:* Advanced learners have the opportunity to engage in research internships, collaborating with faculty on cutting-edge research projects, enhancing their academic experience.
3. *Special Workshops:* Advanced learners are encouraged to attend workshops that focus on research methodologies, academic writing, and career development, preparing them for leadership roles in their fields. The learners who are inclined towards research are motivated to intern in the various labs and centres of the university. Some of them are the FLAME Investment Lab, WageIndicator Lab, Centre for Knowledge Alternatives or else intern on research projects of the faculty.

File Description	Document
Provide link for additional information	View Document

2.2.2

Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 13.63

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	View Document
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	View Document

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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

FLAME University recognizes the imperative of **skill-based knowledge and experiential learning** and has implemented an array of **innovative strategies** to enhance teaching and learning. Here follows a brief summary on our commitment to **experiential learning** programs and **technology integration**, both of which are pivotal in creating a rich and effective learning environment.

Experiential Learning Programs

1. NGO Internships:

The **Developmental Activities Program (DAP)** immerses students in India's socio-economic realities and how organizations address these issues. Specialists lead classroom sessions, and students can volunteer with an NGO for four weeks in their first-year summer break. This experience offers practical insight into addressing socio-economic problems and understanding organizational operations and challenges. DAP is a credited course, that partially fulfills graduation requirements.

2. Industry Internships:

The Internship Project is designed to enable students to experience the world of work. This is a mandatory course for both undergraduate and postgraduate students. It involves an 8–10-week internship in a sector they wish to explore as a future career. This is a credit course and it partially fulfills the University Requirements for graduation.

3. Discover India Program:

The **Discover India Program (DIP)** is an intensive research initiative designed to deepen students' understanding of India's rich cultural heritage. In small groups of 10-15, students engage in secondary research on topics related to India's cultural heritage. This culminates in a field trip to gather primary data. DIP includes classroom sessions on **research methodology**, emphasizing question formulation, research design, survey development, report writing, and creative presentation skills. Beyond research and cultural insights, it **fosters teamwork and collaboration**. This opportunity is available in the second year of the undergraduate program and is a credited course that contributes to the partial fulfillment of university requirements for graduation.

4. Field Trips:

Field trips are integrated into several courses to provide students with **immersive learning experiences**. These trips expand their horizons, enabling them to observe and analyze real-world phenomena relevant to their studies.

Technology Integration

- ICT-Enabled Classrooms: All classrooms at our university are equipped with state-of-the-art Information and Communication Technology (ICT) infrastructure. This includes projectors, and interactive audio-visual systems, creating a dynamic and engaging learning environment.

- Learning Management System (LMS): The University has adopted a robust Learning Management System (Moodle integrated with Salesforce) that serves as a central platform for course administration. This LMS facilitates online assignments, grading, communication, and resource sharing, enhancing the learning experience.

Participative Learning:

To help students remain engaged inside the class, classroom participation has been made an integral component of every course assessment at FLAME. Linking class participation to the final grade provides incentives to the student to articulate their ideas, have a shared understanding with their peers, engage with the content, contribute positively to the learning process, and enable the classroom to become a dynamic learning space. Teamwork is an important 21st century skill and many courses incorporate the cultivation of this skill through projects and presentations which contribute to the final grade.

File Description	Document
Provide Link for Additional Information	View Document

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-

psychological issues

Response:

The Mentorship Program at FLAME University is a realisation of “Guru-Shishya Parampara” which constitutes one of the core values of the university. It is a comprehensive initiative designed to provide students with the guidance and support necessary for a successful academic journey.

Key Components of the Mentorship Program

- *Faculty Mentors for Students*: Every student is assigned a faculty mentor upon enrolment. These mentors provide academic guidance, monitor student progress, and offer advice on personal and career development.

- *Student Peer Mentors*: In addition to faculty mentors, selected senior students take on the role of peer mentors for fresh students. This peer-to-peer support system enhances camaraderie and provides valuable insights into academic and student life drawing from their own experience.

- *Tracking Attendance and Performance*: Mentors are responsible for monitoring students' class attendance and academic performance. Early intervention measures are taken when students show signs of academic challenges.

- *Holistic Student Support:* Beyond academics, mentors offer guidance on student life, helping students navigate the social, emotional, and personal aspects of university life.

- *Faculty Advisers for Senior Students*: Senior students are provided with faculty advisers who specialize in their chosen fields. These advisers assist with academic and career decisions, research opportunities, and specialization advice.

- *Mental Health Counselling Services:* With 7 counselors on campus, students are provided close support on mental health issues.

Strategies

- *Regular Mentor-Mentee Meetings*: Mentor-mentee meetings are scheduled at least once a week throughout the academic year for students in the first year and at least 2 times a semester for senior students. This regular interaction allows mentors to understand individual student needs and provide tailored guidance.

- *Academic Monitoring*: Close monitoring of class attendance and performance has led to improved student attendance rates and academic outcomes.

- *Peer Mentorship Programs*:Peer mentors serve as role models and create a sense of belonging among students. This peer support system has contributed to a more inclusive and supportive

campus community and has also served to identify challenges that mentees are facing.

- *Career Guidance and Specialization*: Faculty advisers for senior students have successfully guided them in choosing appropriate specializations, securing internships, and making informed career decisions.

- *Personal Development Workshops*: The office of the Associate Dean-Programs organizes personal development workshops covering topics like time management, stress management, and writing, effective communication, fostering holistic student growth.

File Description	Document
Provide Link for Additional Information	View Document

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 93

2.4.1.1 **Total Number of Sanctioned year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
133	110	90	80	80

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	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 Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years

Response: 85.43

2.4.2.1 **Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years**

Response: 129

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 12.07

2.4.3.1 **Total teaching experience of full-time teachers as of latest completed academic year**

Response: 1485

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document

2.5 Evaluation Process and Reforms

2.5.1

Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years

Response: 10.8

2.5.1.1 **Number of days from the date of last semester-end/ year- end examination till the last date of declaration of results year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
9	8	17	11	9

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5.2

Percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years

Response: 0.37

2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1	3	1	2	2

2.5.2.2 **Number of students appeared in the examination conducted by the institution year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
492	341	299	250	236

File Description	Document
List the number of students who have applied for re- valuation/re-totalling program wise and the total certified by the Controller of Examinations year-wise for the assessment period.	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5.3

Status of automation of Examination division along with approved Examination Manual/ordinance

Response: A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Institutional data in the prescribed format (data template)	View Document
If the EMS is outsourced, copy of the relevant contract and copies of bills of payment to be provided.	View Document
Copies of the purchase order and bills/AMC of the software.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

FLAME University follows the **Learning Outcomes-Based Curriculum Framework (LOCF)** with well-defined PO and CO which is comprehensive and systematic. We are committed to achieving the stated vision, program outcomes, program-specific outcomes, and course outcomes to ensure that our graduates are well-prepared academically, ethically, and professionally. This assessment process is

continuous, allowing us to adapt and enhance our programs to meet the evolving needs of our students and the world they will impact.

Here is a brief summary of the processes employed for defining, measuring, and evaluating learning outcomes and follows the guidelines provided by the UGC and Washington Accord.

1. Program Outcomes (PO)

In alignment with our university's vision and mission, our academic programs are designed to achieve specific Program Outcomes (POs). These POs encompass a range of skills, knowledge, and values that graduates should possess upon completing their respective programs. These outcomes include critical thinking, effective communication, ethical decision-making, and problem-solving, in addition to good citizenship, life-long learning, entrepreneurial spirit, an understanding of the Indian context, and commitment to lifelong learning.

2. Program Specific Outcomes (PSO)

To cater to the diverse interests and career aspirations of our students, we offer a variety of specializations within our programs. Each specialization is tailored to provide students with specialized knowledge and skills aligned with industry demands. These Program Specific Outcomes (PSOs) are closely aligned with the broader POs while addressing the unique requirements of each specialization.

3. Design of Courses to realise Program Outcomes

Our curriculum is designed to facilitate the attainment of both POs and PSOs. This design process involves the following key steps:

- **Needs Assessment**: We begin by identifying the knowledge, skills, and values required to achieve the desired outcomes. This includes input from industry experts, alumni, and faculty.
- **Mapping to Outcomes:** Each course is mapped to specific POs and PSOs, ensuring that the content and assessments align with the desired learning outcomes.
- **Defining Course Outcomes:** For each course, Course Outcomes (COs) are defined. These COs articulate what students should know and be able to do upon successful completion of the course.
- **Teaching Strategies:** Faculty members employ diverse teaching strategies, including lectures, labs, projects, and experiential learning, to help students achieve the COs.
- **Assessment Methods:** A variety of assessment methods are used by individual instructors, such as examinations, assignments, presentations, and real-world projects to evaluate student performance against the COs.
- **Continuous Improvement:** Regular reviews and feedback mechanisms are in place to evaluate the effectiveness of our courses and make necessary refinements to better align with the desired outcomes.

Calculation of Attainment:

The attainment of outcomes is calculated directly and indirectly with the direct attainment calculated from the assessments of the course as per a set procedure detailed in the OBE manual. The attainment data is analysed over time, helping us make informed decisions about curriculum improvements, instructional strategies, and student support mechanisms to better align with the desired program outcomes and enhance the overall quality of education.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document

2.6.2

Pass percentage of students (excluding backlog students) (Data to be provided only for the latest completed academic year)

Response: 92.48

2.6.2.1 **Total number of final year students who passed the examination conducted by Institution.**

Response: 455

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.73

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

FLAME University is committed to cultivating a vibrant research ecosystem and have implemented multiple initiatives to advancing scholarly endeavors and fostering a culture of research excellence.

Research Facilities

The University places a significant emphasis on research and development, and invests generously in providing the requisite facilities. This includes subscriptions to journals and databases such as SCOPUS, EBSCO, JSTOR, Taylor & Francis, South Asian Archives, ProQuest, CMIE, APA PsycArticles, Emerald, and Bloomberg. High-end computational facilities including scientific software such as STATA, SPSS, MATLAB, etc are constantly upgraded with the latest releases. The Design Lab with 3-D printers enables faculty and students to test and prototype their ideas. The university is committed to expanding the facilities to conduct high-end research in other areas as and when it is required.

Research Promotion Policy

Transparency and clarity in research policies are essential for fostering a conducive research environment. We have designed and documented our research policies, which are readily accessible in the faculty manual and on our institutional website. These policies encompass research ethics, funding guidelines, intellectual property rights, and ethical considerations.

Seed Funding and External Grants

At FLAME University, financial support is pivotal for initiating and sustaining research endeavours. To this end, every faculty is given a minimum of INR 100000/- per annum as seed money for a research project. Additionally, we actively facilitate external funding opportunities, helping researchers secure grants and collaborations with external organizations, foundations, and government agencies. For instance, in the previous financial year, more than INR 2800 Lakhs of external funding has been secured for faculty projects and the establishment of endowed research chairs in various disciplines.

Faculty Workload and Research Leave

Recognizing the significance of dedicated research time, we provide our faculty members with 52 days of paid research leave per year which is over and above the paid personal annual leaves. This time allows researchers to immerse themselves in their projects, conduct fieldwork, and collaborate with peers. The teaching load of 12 credits per year (average 6 hours per week) is benchmarked with best global practices and is designed to inspire faculty to push the boundaries of knowledge in their respective fields. Moreover, our institution subscribes to a comprehensive array of academic journals, databases,

and finance data terminals. These resources empower our researchers with access to the latest literature and data, supporting rigorous and evidence-based investigations.

Incentives for Research Excellence

FLAME University believes in recognizing and rewarding research productivity. Faculty are entitled to additional seed money allocation of up to INR 500000/- for pursuing their project subject to publications and output. This seed funding serves as a catalyst for innovative research ideas, enabling faculty and students to embark on exploratory journeys. The promotion policy is directly linked to the quality and quantity of publications. Faculty members who consistently produce high-impact research papers and publications are acknowledged and promoted accordingly. This incentivizes our educators to actively engage in research while maintaining a commitment to teaching excellence.

File Description	Document
Provide links as Additional Information	View Document

3.1.2

The institution provides seed money to its teachers for research (average per year)

Response: 53.68

3.1.2.1 **Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
79.72	26.10	14.56	32.38	115.65

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.1.3

Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.

Response: 25.83

3.1.3.1 **Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years** Response: 39	
File Description	**Document**
List of teachers who have received the awards along with the nature of award, the awarding agency etc.	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.1.4 **Percentage of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years** **Response:** 77.78	
3.1.4.1 **The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years** Response: 7	
3.1.4.2 **Number of PhD Scholars enrolled during last five years** Response: 9	
File Description	**Document**
List of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows along with the details of the funding agency is to be provided.	View Document
Institutional data in the prescribed format (data template)	View Document
E copies of fellowship award letters (mandatory)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Governme006Et and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 2100

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2.2

Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years

Response: 2.07

3.2.2.1 **Number of research projects funded by government and non-government agencies during the last five years**

Response: 312

File Description	Document
Institutional data in the prescribed format (data template merged with 3.2.1)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3 Innovation Ecosystem

3.3.1

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:

FLAME University is focussed on creating a **vibrant ecosystem for innovation** that encompasses a range of strategies and activities. These include raising awareness about Intellectual Property Rights (IPR), establishing an IPR cell, setting up an incubation centre, and initiating various programs to

catalyse the creation and transfer of technology and knowledge.

Strategies for Innovation Ecosystem Creation

Awareness about IPR: Raising awareness about Intellectual Property Rights is the foundation of responsible innovation. Our activities include:

- **Workshops and Seminars:** Regular workshops and seminars conducted by IPR experts to educate students, faculty, and researchers about the significance of IPR in safeguarding their intellectual assets.
- **Curriculum Integration:** Infusing IPR topics into our academic curriculum to instill a culture of respect for intellectual property from the outset of students' academic journeys.

Establishment of IPR Cell: To provide guidance and support for intellectual property matters, we have created a dedicated Intellectual Property Rights (IPR) cell with the following strategies:

- **Guidance and Support:** Offering one-on-one consultations to address specific intellectual property concerns and provide guidance on patent filing, copyright, and trademark issues.
- **Centre for Entrepreneurship and Innovation**: The Centre serves as a fertile ground for nurturing innovative ideas and startups. Key strategies include: Resource Provision: Offering a comprehensive range of resources, including workspace, mentorship, funding guidance, and access to networking opportunities. Organizing entrepreneurship programs, hackathons, and pitch competitions to encourage students and researchers to transform ideas into viable ventures.

Strategies for Technology and Knowledge Transfer

1. Industry-Academia Collaboration: Collaboration with industry partners is instrumental in technology and knowledge transfer. Strategies encompass:

Research Collaborations: FLAME strongly believes in facilitating research partnerships that bridge the gap between academic expertise and industry needs. Some examples of Industry-academia research initiatives include:

a. FLAME-WageIndicator Lab in collaboration with the WageIndicator Foundation, Amsterdam.

b. Centre for Knowledge Alternatives which works closely with the government.

c. Centre for Sustainability, Climate Change and Environment which works closely with international scientific bodies for adavancing climate change education and research.

d. Centre for Legislative Education and Research which works closely with a leading legislative think tank.

2. **Internship and Training Programs:** Providing opportunities for students to gain practical experience through internship and industry training programs.

3. Interdisciplinary Research: Promoting interdisciplinary research is essential for addressing

complex challenges and fostering innovation. Strategies include:

- **Interdepartmental Collaboration:** Encouraging collaboration across academic departments to drive innovative research projects such as between faculty members from Design, Business, and Computing, and Data sciences.

- **Research Grants:** The University facilitates the funding and resources to support interdisciplinary research initiatives. For example, mapping the architectural history of Pune is a project that brings together the disciplines of humanities, sociology, computer science, and architecture.

4. Indian Knowledge Systems: The India Centre at FLAME is focused on promoting the study of Indian cultural traditions, including artistic heritage, artist and artisanal communities, socio-economic-religious-ecological traditions, and historical and epistemological knowledge through various research projects and from an interdisciplinary lens. Ancient languages such as Sanskrit, Pali, and Prakrit will be taught at FLAME through the centre. The library gives special attention to acquiring books on Indian Knowledge Systems.

File Description	Document
Link for Additional Informationa	View Document

3.3.2

Total number of awards received for *research/*innovations by institution/teachers/research scholars/students during the last five years

Response: 29

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Research Publications and Awards

3.4.1

The institution ensures implementation of its stated Code of Ethics for research

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

1. **Inclusion of research ethics in the research methodology course work**
2. **Presence of institutional Ethics committees (Animal, chemical,bio-ethics etc.,)**
3. **Plagiarism check through sofware**
4. **Research Advisory Committee**

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.2

Total number of Patents awarded during the last five years

Response: 21

File Description	Document
Institutional data in the prescribed format (data template)	View Document
e-copies of letter of patent grant	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.3

Number of Ph.Ds awarded per recognized guide during the last five years

Response: 0

3.4.3.1 **How many Ph.D s were awarded during last 5 years**

3.4.3.2 ***Number of teachers recognized as guides during the last five years***

Response: 9

File Description	Document
Institutional data in the prescribed format (data template)	View Document

3.4.4

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

Response: 1.3

3.4.4.1 **Number of research papers published in the Journals as notified on UGC CARE list during the last five years**

Response: 196

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to the institutional website where the first page/full paper (with author and affiliation details) is published	View Document

3.4.5

Number of books and chapters in edited volumes published per teacher during the last five years

Response: 1.18

3.4.5.1 **Total Number of books and chapters in edited volumes published during the last five years**

Response: 178

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.6

E-content is developed by teachers :

1. ***For e-PG-Pathshala***
2. ***For CEC (Under Graduate)***
3. ***For SWAYAM***
4. ***For other MOOCs platform***
5. ***Any other Government initiative***
6. ***For institutional LMS***

Response: C. Any 3 of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.7

Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science

Response: 3.68

3.4.8

Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution

Response: 17.5

3.5 Consultancy

3.5.1

Revenue generated from consultancy and corporate training during the last five years

Response: 483

3.5.1.1 **Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2022-23	2021-22	2020-21	2019-20	2018-19
150.5	13.39	5.96	157.65	155.5

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Response:

FLAME University emphasizes **holistic development, fostering social responsibility** among their students. It actively encourages its students to engage in a range of social impact activities so as to make a substantial difference in the lives of the less privileged. Here are a few activities that shed light on the diverse social initiatives led by students, showcasing their commitment to creating a positive social impact.

Each undergraduate student is anticipated to engage in volunteer work with a non-governmental organization (NGO) dedicated to social causes as part of the **Developmental Activities Program.** This involvement aims not only to enhance their comprehension of pertinent issues but also to aid in refining and optimizing the NGO's operations for greater efficiency and community impact. These NGOs operate nationwide, undertaking diverse activities aimed at fostering positive societal transformation.

FLAME University's Support a Cause Team and Community Service Club have been instrumental in conducting regular **crowdfunding campaigns**. Over the past four years, they have raised over INR 45 lakhs for various causes. These campaigns encompassed a wide range of causes:

- **Water Wheels for Rural Women:** INR 15.8 lakhs were raised in 2019 to provide 632 water wheels, significantly easing the burden on women in rural areas who previously had to carry water over long distances.
- **Education of Underprivileged Children:** In 2022, INR 9.89 lakhs were raised to support the education of 66 underprivileged children in association with The Akanksha Foundation. In addition, A substantial amount of INR 14.42 lakhs was raised in 2021 to support the education of underprivileged and disadvantaged individuals in the Parli region of Maharashtra which would impact more than 1000 children in collaboration with Shree Raj Educational Centre and Fuel-a-dream.
- **Balgram Orphanage:** In 2023, INR 5.65 lakhs were raised, impacting the lives of 19 children.

During the peak of the Covid-19 pandemic, FLAME University organized **a vaccination campaign** in Lavale Village. Over 50 participants, including students, faculty, and volunteers, came together to set up a temporary vaccination centre, strictly adhering to safety protocols. The team worked tirelessly to administer vaccines, educate the villagers about vaccination, and address their concerns, benefitting more than 2500 people. This initiative not only contributed to community health but also fostered a sense of solidarity and shared responsibility during the pandemic.

Blood Donation Drives: FLAME University collaborates with hospitals and blood banks to host blood donation drives. These events have seen active participation with over 450 students, staff and faculty members donating blood. This initiative not only saves lives but also fosters a culture of responsibility and altruism among the student body.

The Story Project is an ongoing **student-run initiative** that focuses on spreading education and increasing opportunities for the **children of labourers and workers in the neighbouring vicinity** of the University. Students create weekly lesson plans, covering subjects like math, English, and developmental activities, tailored to the children's age and understanding. The initiative goes beyond academics, including art-making workshops, sculpture workshops, and festivals, creating a well-rounded educational experience for these children.

These are some of the initiatives that embody the core values of the Univiersity. These are not just about **giving back** but also about **shaping future leaders who are compassionate and committed to creating a better society.**

File Description	Document
Provide the link for additional information	View Document

3.6.2

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

Response: 101

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

2022-23	2021-22	2020-21	2019-20	2018-19
49	13	2	12	25

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Detailed list and 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

3.7 Collaboration

3.7.1

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: 44

File Description	Document
List of year wise activities and exchange should be provided	View Document
Institutional data in the prescribed format (data template)	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 facilities for

a. teaching - learning. viz., classrooms, laboratories,

b. ICT enabled facilities such as smart classes, LMS etc.

c. Facilities for cultural and sports activities , yoga centre, games (indoor and outdoor) gymnasium, auditorium etc.

Describe the adequacy of facilities within a maximum of 500 words

Response:

1. Teaching - Learning. viz., classrooms, laboratories

- Classrooms and Lecture Spaces: FLAME University has a rich infrastructure, offering over 60 diverse physical learning spaces to support a wide range of educational activities. These spaces include 40 classrooms, accommodating various student capacities, which are instrumental for conducting core, elective, and specialized courses. Additionally, the campus provides conference rooms, focus rooms, and seminar rooms for collaborative learning experiences.

- Laboratories: FLAME University is equipped with cutting-edge lab facilities to foster innovation and practical learning, including the following –

  - Design Lab

  - Psychology Lab

  - Computer Lab

  - IoT Lab

  - Digital Learning Lab

  - Dedicated Physics, Chemistry and Biology labs to support introductory courses in these disciplines.

  - A Financial Research Lab equipped with 12 Bloomberg terminals to analyze and monitor real-time financial market data

  - Painting and Sculpture Studio for students of art and design, Recording Studio for

students of Film and Television

2. ICT-enabled facilities such as Smart Classes, LMS, etc.

- Smart Classrooms with interactive audio-visual systems: ICT plays a pivotal role in FLAME University's commitment to modern education. At the heart of this tech-driven approach are the university's smart classrooms. These cutting-edge learning spaces feature interactive and advanced audio-visual systems, and computers, ensuring real-time access to digital resources. Complemented by robust internet connectivity and collaborative software like Zoom, Google Classrooms, and Microsoft Teams, students engage in dynamic, interactive learning experiences.

- Learning Management Systems (LMS): FLAME University harnesses the power of LMS (Moodle) to enrich the educational experience. Through Moodle, faculty seamlessly post-course reading materials, conduct assessments and facilitate student assignment submissions. FLAME University employs its own Student Information System (MyFLAME) to efficiently post student attendance and gather valuable course feedback from students.

3. Facilities for cultural and sports activities, yoga centre, games (indoor and outdoor) gymnasium, auditorium etc.

- Facilities for Cultural Activities: FLAME University recognizes the importance of artistic and creative expression, offering specialized spaces such as a Dance Studio and Preview Theatre, fostering a well-rounded educational environment where students can explore their passions and interests across a wide spectrum of disciplines.

- Auditoriums and Amphitheaters - Two spacious state-of-the-art auditoriums with capacities exceeding 200 and 500 seats respectively, facilitating large-scale events. Additionally, a 600-seat open-air amphitheater serves as a venue for hosting cultural events.

- Sports Facilities: At FLAME, students are provided adequate and equal opportunity to blend sports and fitness into their personal growth and development.

    - Outdoor sports: Tennis, Volleyball courts, a Football ground, Futsal, Handball, a six-lane running track, Cricket ground, and an Olympic-sized Swimming pool.

    - Indoor Sports: There are world-class facilities for indoor games like Basketball, Badminton, Squash, Martial Arts, Dance, Zumba, Yoga, Snooker, Chess, Carrom, and Table Tennis. FLAME University has arrangements with the adjacent Golf course for students to play golf.

    - Gymnasium: The gymnasium consists of the latest equipment with a multi-gym set-up, cable crossover machines, treadmills, indoor cycles, leg press machines, power tower dip stations, weights and dumbbells, etc.

File Description	Document
Provide the link for additional information	View Document

4.1.2

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

Response: 41.89

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
1599.80	63.14	67.08	75.13	68.84

File Description	Document
Institutional data in the prescribed format (data template)	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 Vivekananda Central Library at FLAME University is fully automated making use of world-class integrated library system 'KOHA', e-resources and journal subscriptions. Its extensive collection comprises 51,054 books, 34 hard copy journals, 39,417 full-text e-journals, 4,63,077 e-books, 22 magazines, and 19 newspapers. The library also holds institutional membership of Savitribai Phule Pune University Jayakar Library, Indian Institute of Science Education & Research, Delhi Library Network (**DELNET**) & International Association of University Libraries (**IATUL**).

The following points detail the automation at the library –

KOHA Software - An enterprise-class Integrated Library System "KOHA" is used at the FLAME

University Library, with comprehensive functionality including basic and advanced options. KOHA supports full text searching with enhanced catalogue display which can also use content from Amazon, Google and Open Library, among others. Constant update of KOHA have been taking place year on year with Version 16.11.07 in 2018-19 to Version 20.11.06.000 at present.

E-Resources - The library offers a wide range of e-resources comprising of books, databases, journals, software subscriptions, Content access including –

- REFINITIV (Thomson Reuters) - Financial Data catalogue, an unrivaled portfolio of real time market data and insights from hundreds of sources and expert partners worldwide.
- EBSCO: Academic Search Complete & Business Source Premier
- EBSCO: Academic & Business e-books
- APA PsycArticles - A comprehensive database of full-text, peer-reviewed articles of APA
- APA PsychInfo - abstracting and indexing database covering the behavioral and social sciences from the authority in psychology.
- PROQUEST- a database search application providing access to dissertations, theses, ebooks, newspapers, periodicals, historical collections, governmental archives, cultural archives, and other aggregated databases.
- JSTOR digital library
- Project Muse – an online database of peer reviewed academic journals and ebooks
- Online subscription to publishers including Emerald publishing, Taylor & Francis, Harvard Business Publishing Education
- SCOPUS - a comprehensive abstract and citation database of peer-reviewed literature
- CMIE: Consumer Pyramids Dx - Consumer Pyramids Household Survey
- INDIASTAT – A collection of Socio-economic statistical information about India.
- Policy Commons - A one-stop platform to discover, access and share millions of publications from the world’s leading policy experts, think tanks, IGOs, and NGOs.
- South Asia Archive – A specialist digital platform delivering global electronic access to culturally and historically significant literary material produced from within and about the Indian subcontinent.
- Originality checking and plagiarism detection software - Turnitin & Ouriginal
- NPTEL e-content access

- Shodhganga and Shodhsindhu for doctoral dissertation.

Security System:

- The security system at the library is also fully automated with RFID Technology.
- Additionally, the library boasts a dedicated media section housing CDs, VCDs, and DVDs.

Optimal Utilization of Library

- The library operates on all days of the week, around the year (except Republic Day, Independence Day, and Gandhi Jayanti).
- The library timings are morning 9 a.m. to midnight 1 a.m.
- Footfall in the Library in the last academic year was 385186, which averages around 1400 per day.

File Description	Document
Provide the Paste link for additional information	View Document

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 2.84

4.2.2.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
85.68	2.48	4.63	13.74	20.54

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	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:

FLAME University stands at the forefront of technological advancement, boasting a **comprehensive IT infrastructure and Information Systems** designed to cater to diverse needs across hardware, networking, software applications, specialized research tools, administrative systems, and ICT for teaching and learning.

Hardware and Networking:

- At the heart of FLAME's IT infrastructure are strategically positioned IBM servers, including models like X3200 and X3650, pivotal for database management, visitor tracking, and Active Directory services. Complementing these are the HP PROLIANT server for library management via Koha and the DELL OptiPlex 5000, facilitating enhanced account management.
- FLAME's network connectivity is robust, fortified by **Cisco** and **HP Wireless LAN controllers**, Access Points, and Licenses. Regular updates and renewals every year ensure seamless **Wi-Fi access** across the campus. In addition, stringent cybersecurity measures are in place, with the installation of a Cyberoam firewall in March 2020, upgraded to Sophos XG 330 Full Guard in April 2021.
- **CCTV Cameras:** AI based cameras across Campus with high capacity server to save the CCTV footage data with redundancy plan for 30-45 days of backup.

Internet Bandwidth:

FLAME University's commitment to advanced connectivity is evident in its **internet bandwidth upgrade**s, reaching **5 Gbps by August 2023**. Incremental upgrades **since 2018** have seen bandwidth capacities rise from **300 Mbps to 5 Gbps**, reflecting the institution's dedication to supporting academic and administrative functions with robust connectivity solutions.

Frequent Software Updates: The institution prioritizes staying abreast of technological advancements through continuous software updates.

- Recent additions and upgrades include **Windows Home 10** and **Windows Pro 10** in **February 2018**, **MS Office** upgrades to **version 2019**, and the **integration of MS Office 365 Business Essential** and Basic versions in **November 2019**.
- Specialized tools for data analysis, such as **SQLCAM 2017** added in **February 2018**, **IBM**

SPSS procured in **December 2019** upgraded to **Version 29.0 in November 2022**, and **STATA/SE 17** added in **December 2022**, to support faculty and researchers across disciplines.

- **Adobe Creative Cloud** team licence procured in **October 2018**; Adobe creative cloud enterprise added in **November 2019**; additional licences were procured in September 2023
- **CorelDraw Graphics Suite** procured in August 2023
- **MATLAB and ESRI - Indo ArcGIS** procured in November 2022
- **Turnitin** for plagiarism checking, caters to the diverse research needs of students and faculty

Administrative Tools:

- **e-Track Info** for hostel management, **CampusNexus SIS, MyFLAME** student portal, and examination modules developed by **Ken42, RIO and Moodle LMS**.
- The **Salesforce CRM** platform streamlines admissions management, job application portals, and alumni community management via FLAME AlumNet.

ICT for Teaching-Learning:

FLAME University emphasizes technology-enhanced learning, with facilities like the business laboratory equipped with **Thomson Reuters and Bloomberg terminals**. Classrooms and lecture theaters feature **Crestron AV backbone technology,** enabling interactive sessions, recording, live-streaming, and webcasting. Collaboration is fostered through **Google Workspace Apps** and perpetual licenses for **Microsoft Software**, ensuring seamless communication and productivity among faculty, staff, and students.

File Description	Document
Provide the link for additional information	View Document

4.3.2

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

Response: 3.89

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

Response: 431

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.3.3

Institution has the following Facilities for e-content development and other resource development

1. **Audio visual center, mixing equipment, editing facilities and Media Studio**
2. **Lecture Capturing System(LCS)**
3. **Central Instrumentation Centre**
4. **Animal House**
5. **Museum**
6. **Business Lab**
7. **Research/statistical database**
8. **Moot court**
9. **Theatre**
10. **Art Gallery**
11. **Any other facility to support research**

Response: A. Any 7 or more of the above

File Description	Document
Institutional data in the prescribed format (data template)	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

Response: 45.93

4.4.1.1 ***Expenditure incurred on maintenance of 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
557.17	573.72	326.35	302.52	295.00

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4.2

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

FLAME University has established systems and procedures to manage our facilities efficiently. The following sections outline our approach to the utilization and maintenance of various facilities on our campus:

Classrooms and other teaching spaces – The estate team ensures cleanliness and repairs of furniture and fittings, and proactive upkeep of infrastructure. The IT administration and classroom technology teams ensure that maintenance of classroom ICT is consistently addressed.

The various teaching spaces including classrooms, conference rooms, focus rooms, and seminar rooms for collaborative learning experiences are utilized and allocated for courses based on student enrollment and pre-scheduled timetables. Flexibility is ensured by accommodating demands for smaller or larger venues from the common spaces available.

Library - FLAME University provides full access to the library beyond regular hours. Digital resources are available round the clock through the **On-line Public Access Catalog (OPAC**) Portal. To preserve the book collection, physical checks of books before issue and return is conducted. Any corrective action, such as binding or repairing torn pages, is promptly initiated. Vigilant measures are taken to prevent rodent or termite issues. The library committee ensures the proper checks and maintenance of the library as per the Library manual.

Labs and Studios – The IT department oversees the computer labs, with clear instructions for utilization detailed in the IT policy. All complaints related to IT equipment in offices and labs are efficiently handled by the IT department. Regular vacuum cleaning of computer systems across campus is conducted to enhance their lifespan and performance. The maintenance department diligently maintains other labs and studios, ensuring they are in optimal working condition to support academic activities.

Sports Facilities - The Director of Sports takes charge of monitoring and maintaining indoor and outdoor sports facilities. Accessories for games are issued to players through a dedicated storekeeper, and comprehensive records are maintained. Grounds are meticulously maintained with the assistance of our horticulture team. Regular maintenance of the Gym. FLAME has an Annual Maintenance Contract with

Jerai Fitness Ltd., Mumbai for Gymnasium Equipment. The proper upkeep of these facilities is done as per procedures specified in the Sports Manual.

Cleanliness, Greenery, Electrical, and General Maintenance - FLAME University has dedicated teams for all maintenance activities, including cleanliness and greenery. Regular cleanliness routines are scheduled and monitored by the housekeeping team. FLAME has agreements with Angel Facility Management Services, Dusters Total Solutions, and Splendid Facility Management for housekeeping services. This includes cleaning areas such as computer labs, storage spaces, record rooms, student rooms, open grounds, roads, and parking areas, as well as tasks like façade cleaning, and pest control. FLAME has agreements with Terminix SiS for Pest Management and ProTech Fire services for Fire-fighting systems**.** FLAME has a horticulture department for maintaining the lush greenery on campus including potted plants, watering flower pots, fertilizing, weeding, lawn maintenance, and the overall aesthetics of all green spaces. Additionally, an IT-enabled ticketing system ensures that all maintenance team requests are attended to within 24 hours.

File Description	Document
Provide the link for additional information	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: 62.92

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

2022-23	2021-22	2020-21	2019-20	2018-19
1167	897	506	575	475

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

FLAME University undertakes significant efforts to provide comprehensive **career counseling and guidance, including e-counseling**, for its students. These initiatives are aimed at preparing students for careers ahead by providing them with the best available employment resources, personalized guidance and career counseling.

Career Counseling

- Work readiness sessions to prepare students for skill-sets imperative for working in the industry, e.g., Sessions on Communication Skills, Business Etiquette and Grooming Workshops, Training Sessions on Case Study Analysis, Resume Writing, Group Discussions and Interview preparation.

- Sector Specific Information Sessions for students who want to make careers in specific sectors, e.g., Webinar on Careers in Sports Industry, Information Session by Teach for India for careers in Education Sector, Careers in Social Sector, etc.

- **Guest Lectures and Panel Discussion for Academia Industry Connect:** FLAME University regularly invites industry experts to deliver guest lectures and talks on various career-related topics, e.g., expert talk on leveraging networking tools like LinkedIn; Special sessions were conducted on Survival Mantras during the COVID-19 pandemic to help students understand the need of the changing job market scenario; further, sessions on transformational leadership, industry trends and career development are regularly conducted at FLAME.

- Psychometric tests to counsel students on assessments related to specific careers, subjects and destinations, to help students gain a deeper understanding of their strengths and interests.

- **Career Guidance Sessions by Alumni**: The university leverages its **extensive alumni network** to host information and mentoring sessions. Alumni who have successfully navigated their career paths and higher education journeys share their experiences and provide guidance to current students. This interaction offers students a practical understanding of career options and pathways, e.g., sessions in the areas of consulting, economics, finance, television and media, product management, cybernetics research were delivered by the alumni.

- **Career counseling to promote Entrepreneurship**: The FLAME Centre for Entrepreneurship and Innovation equips students with the skills and resources needed to explore entrepreneurial opportunities and nurtures an entrepreneurial mindset through mentorship, workshops and practicums.

- **International University Information Events**: These events offer students the opportunity to interact with representatives from prestigious institutions worldwide. Students are also guided on the preparation and steps required for acceptance into foreign higher education institutions along with training and guidance on seeking Letters of Recommendation (LOR) and preparing a Statement of Purpose (SOP).

Competitive exam guidance

The Career Services Office provides counseling sessions to address students' needs, helping them discuss career goals and providing exam preparation guidance for various national and international competitive and qualifying exams like UPSC, CAT, MAT, XAT, GMAT, GRE, CFA, TOEFL, IELTS, etc.

E-counseling platforms: FLAME University also uses online platforms for e-counseling for those who are unable to attend personal one-to-one sessions. The counselors utilize video conferencing for remote counseling sessions.

File Description	Document
Provide the link for additional information	View Document

5.1.3

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, self-employment and entrepreneurial skills)**
4. **Awareness of trends in technology**

Response: B. Any 3 of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	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
Institutional data in the prescribed format (data template)	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 during the last five years

Response: 71.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
212	168	136	135	155

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

Percentage of graduated students who have progressed to higher education year-wise during last five years

Response: 59.85

5.2.2.1 **Number of outgoing students progressing to higher education**

2022-23	2021-22	2020-21	2019-20	2018-19
165	109	111	64	37

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.3

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

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 7.23

5.2.3.1 ***Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)***

Response: 117

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 (data template)	View Document

5.3 Student Participation and Activities

5.3.1

Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national/international events (award for a team event should be counted as one) during the last five years

Response: 76

5.3.1.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/ 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
44	01	09	12	10

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

FLAME University has an **active Student Council.** Student Council members are the official representatives of the student body at FLAME University, and, in addition to their other tasks, are responsible for all co-curricular and extracurricular activities and events within and outside FLAME University where students participate. The Student Council is composed of FLAME University Captain (Graduating class), Vice Captain, House Captains, Class Captains, and Secretaries of sports, cultural and student welfare committees.

Student council members are elected through a systematic process. Students vie for 22 student council positions through a rigorous application process evaluated against predefined criteria. Shortlisted candidates undergo interviews conducted by an alumni panel. Graduating students interested in the FLAME Captain position can self-nominate and present their candidacy. Following this, the 22 selected students vote to elect their captain. The Student Council is formally announced via email and inaugurated during the investiture ceremony.

Student-led committees: The Student Council further comprises three committees dealing with different aspects of student life on campus. The committees are - Cultural Committee that oversees internal and external cultural activities and events with the help of the Clubs/Societies and other student members, Sports Committee, that helps in organizing various intra-university and inter collegiate sporting events and competitions, and works closely with the Sports Department, and Student Welfare Committee that focuses on student services pertaining to the welfare of entire student population. This also includes representation in dining services.

Representation on Academic and Administrative bodies

FLAME University has representation from student council members on various academic and administrative bodies like **Internal Quality Assurance Cell, Academic Review and Monitoring Committee, Anti-Ragging Committee, Disciplinary Committee, Internal Complaints Committee, Women Cell, Student Grievance Redressal Committee**.

File Description	Document
Provide the link for additional information	View Document

5.3.3

The institution conducts / organizes following activities:

1. **Sports competitions/events**
2. **Cultural competitions/events**
3. **Technical fest/Academic fest**
4. **Any other events through Active clubs and forums**

Response: A. All four of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.4 Alumni Engagement

5.4.1

Alumni contribution during the last five years to the University through registered Alumni Association

Response: 109.83

5.4.1.1 **Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

2022-23	2021-22	2020-21	2019-20	2018-19
109.83	0	0	0	0

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

Alumni form an integral part of the FLAME University community, and their involvement and support play a crucial role in shaping the academic and support systems of the university. There is an active Alumni Relations Office which conducts collaborative engagement with the alumni.

- Alumni Association and Chapters: FLAME University **Alumni Association is registered as a Section (8) company** (Registration Number - U80903PN2022NPL217221) and is the functional

body of FLAME alumni.

This works in alignment with section 3.7 of National Education Policy 2020 which focuses and stresses upon alumni engagement at all levels. Currently, there are eleven alumni chapters to promote a strong alumni network. These chapters organize reunions, alumni events, and networking sessions, providing opportunities for alumni to connect, collaborate, and contribute to the university's development. 14 chapter meets were conducted in the past 5 academic years.

Alumni of FLAME are actively engaged in various ways to contribute to the development of their alma mater. Their expertise, experiences, and insights gained from their professional journeys make them valuable resources for the institution. The university maintains an exclusive portal 'FLAME AlumNet', an excellent platform for FLAME alumni community where alumni connect with each other as well as with the University.

Here are some ways in which alumni contribute and engage significantly with FLAME University:

- Alumni often participate as guest speakers, panelists, subject matter experts in academic sessions and seminars, and research projects with faculty. They bring real-world perspectives and industry knowledge, enriching the learning experiences of current students. In the past 5 years, alumni have delivered over 40 guest lectures in various areas like marketing, finance, international relations, psychology, consulting, etc.

- Alumni participate in curriculum feedback surveys and provide significant feedback for curricular revisions.

- They also participate in the admissions process as interview panel members and also are instrumental in selection of student office bearers.

- Alumni mentor students and offer guidance on career pathways, further studies, and industry trends. They also play an instrumental role in connecting current students with internship and job opportunities. They leverage their professional networks and industry connections to provide internship placements and employment prospects for students. Alumni post these requirements on AlumNet, and connect with the Alumni Relations Office and Career Services Office at FLAME to reach out to a wider audience. **'FLAME AlumNet'** portal gives scope to alumni to volunteer support to students.

- Financial Contributions: Alumni contribute financially to FLAME University through donations and fundraising campaigns. The total financial contribution made by FLAME Alumni to date stands at INR 110 Lakhs. These contributions support the university in various ways, such as scholarships, financial aid programs, and academic initiatives.

File Description	Document
Provide the 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:

A basic tenet of FLAME University's culture is transparency and decentralisation with an institutional governance and leadership structure created to align seamlessly with the institution's vision and mission. The guiding principles of our vision and mission are deeply integrated into various institutional practices.

Alignment with Vision and Mission

Our institutional governance and leadership are rooted in interdisciplinary education which aims to create and nurture well-rounded individuals who are academically proficient, ethically responsible, and socially conscious.

1. NEP Implementation:

Our governance framework is aligned with relevant statutes and enhanced to actively support growth of the institution and implementation of the National Education Policy (NEP) 2020. NEP's insistence on a holistic, inter and multidisciplinary education is a mirror image of FLAME's educational ethos of which it is a pioneer in the country. NEP policy directives are integrated into our curriculum, assessment methods, and pedagogical practices. The curriculum at the University duly captures the essence of NEP's recommendations.

2. Sustained Institutional Growth:

Institutional growth is not merely quantitative but also qualitative. The **leadership through various bodies such as Board of Management, Academic Council, Departmental meetings, and Taskforces** conduct regular and frequent meetings to constantly improve and seek avenues for improvement, striving for excellence in research, teaching, and community engagement through continuous formal and informal engagements. This commitment to growth aligns with our mission of providing holistic education and fostering innovation. For example, it was decided that we would embark upon our next phase of growth and given the current industry trends, the board advised the faculty body to explore the possibility of offering majors in Design, Computer Science, Data Science, Masters in Economics, and doctoral programs in various disciplines. These new programs were launched between 2020-2023 thereby seeding the next phase of growth of the university.The sustained institutional growth has translated into doubling the number of students in 4 years, a significant increase in research productivity, diverse course offerings, and new research centres among many others. This academic growth has been complemented by expansion in campus infrastructure in terms of construction of new academic block, dining area and residential spaces.

3. Participation in Institutional Governance and Decentralisation.

The University's governance structures actively involve faculty, staff, and students in decision-making processes. Decentralization is a key tenet of our governance model. The **Organisational Chart and Decision Matrix** reflect this principle. In brief, the university empowers departments and faculties to make decisions that align with our institutional goals of excellence in education and research. This **decentralized approach promotes innovation, agility, and responsiveness, reinforcing our commitment to holistic education and societal impact**. It has also ensured that all stakeholders have a voice in shaping our institution's future.

4. Perspective Plans:

Our institutional perspective plans are designed to reflect our vision and mission. An important plan was formulated in the year 2019-20 outlining the direction the university should take in the coming 5 years. Despite the Covid pandemic, we have made decent progress in realisation of the goals enunciated in this plan.

File Description	Document
Provide the 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 are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

Our institutional perspective/strategic plan is the guiding document that outlines our long-term strategic goals and objectives. The 5-year long-term plan was formulated in 2019 to be implemented from 2020 and we are currently in the 4th year of its implementation.

Strategic Plan: The 2019 perspective plan clarified the distinctiveness of the university and set the direction for its growth. Namely, it established the core values of the educational experience with liberal education at the heart of its educational experience of the university and the guiding principles for its growth. The core values being:

1. Develop lifelong habits of learning, thinking and effective communication

2. Provide exposure to knowledge from a wide canvas of disciplines

3. Provide skills for a deeper understanding of areas of interest
4. Develop tolerance, inclusion and civic values
5. Enhance life and leadership skills

The strategic vision has 4 broad objectives:

1. Reimagine the Future Indian University
2. Invest in faculty for impactful teaching and research
3. Transform student lives
4. Enable social change through disruptive innovations

Various stakeholders, including faculty, staff, and students, are actively engaged in the implementation of the perspective plan through their representation in various bodies of the university. There are a range of institutional bodies responsible for decision-making, governance, policy formulation and implementation of the strategic plan. These include the **Governing Body, Board of Management, Academic Council, Board of Studies of the respective Faculty, IQAC, and Research and Development Cell** among many others. Many of these committees have sub-committees and **steering groups** for more specialised analysis and quick decision-making. In addition, the Vice-Chancellor may constitute taskforces for highly specialised activities. Also, the officers of the university such as the **Registrar, Controller of Examinations, Deans of the various faculty, Associate and Assistant Deans** play a critical role either individually or as members of the various bodies. The role of these committees mainly entails oversight, policy formulation and implementation.

The various bodies of the university have a very clear mandate articulated either statutorily or internally by the university. The appointments of the members of the faculty, staff, and committees are made on merit and the service rules of the full-time staff are articulated in the respective manuals/handbooks. The term for the members of most of the committees is 3 years which can be renewed contingent on the circumstances.

Some notable achievements of the goals enunciated in the strategic plan include:

1. Excellent growth in student numbers in spite of the pandemic which has doubled in 4 years.
2. New Specialisations at the undergraduate level, namely: Computer Science, Business Analytics, Design, Data Science, and Philosophy
3. New educational initiatives such as Doctoral programs with a competitive fellowship in almost all areas of the university and a Master of Science in Economics
4. Significant growth in infrastructure in terms of student housing, classrooms, labs and workspaces

5. Significant growth in the number of faculty/instructors

6. Multiple new research centres such as the Centre for Knowledge Alternatives, Centre for Legislative Education and Research, The India Centre and teaching centres such as the Writing Centre, the Q-centre, and Digital Learning which are led by Directors having budgetary provision and funcional autonomy.

File Description	Document
Provide the link for additional information	View Document

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

1. **Administration including complaint management**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examinations**

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	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:

The guidelines and policies outlined in the Faculty Manual and Staff Manual play a pivotal role in ensuring a conducive and harmonious work environment while facilitating the personal and professional growth of the professional growth of the members of the university.

1. **Leave Policies:** Our handbooks articulate comprehensive leave policies that cater to the diverse needs of our faculty and staff. This includes 30 days of earned annual leave, and 12 days of annual casual leave. Faculty also have 52 days of professional/consulting/research leave that they utilise to advance their research or engage in consulting assignments. There is also a provision of encashment of carrying forward earned leave.

2. **Appraisal Procedure:** All faculty and staff are appraised annually and the detailed procedure is in our handbooks in terms of teaching, research and service for faculty and professional expectations from staff.

3. **Promotion Policies:** Our promotion policies provide a clear path for career advancement for the faculty to get promoted from Assistant to Associate to Full Professor. This includes years of service expected at each level, publication, teaching and service expectations. Funds are available for the faculty and staff to pursue professional development opportunities, and promotions are based on merit, experience, and contributions to the university's mission.

4. **Code of Conduct:** The university places great emphasis on ethical behaviour and professional conduct. The Code of Conduct outlines the expected behaviour of all employees, promoting respect, integrity, and collaboration within the university community and also governs their behaviour as representatives outside the university.

5. **Discipline Rules:** In order to maintain a respectful and productive workplace, the handbooks provide a framework for addressing disciplinary matters including policies on research and publication ethics and clear guidelines are laid out for plagiarism and other academic misconducts.

6. **Reporting Hierarchies:** The organisational chart and decision matrix provide clarity for effective communication and decision-making processes.

7. **Welfare Measures**: Welfare measures provided are:

- Maternity Leave: Female employees are entitled to 6 months of maternity leave as per statutory guidelines.
- Paternity Leave: Male employees can avail themselves of paternity leave to support their families during childbirth.
- Creche Facilities: On-campus creche facilities are available to provide a secure and nurturing environment for employees' children.
- Gratuity: Employees who have served the university for a minimum period of 5 years are eligible for gratuity.
- Relocation expenses: New employees moving from India or abroad are reimbursed for relocation expenses.
- Subsidised Dining Facilities: Faculty and staff are provided with heavily subsidised dining facilities on campus.
- Transport Facilities: Faculty and staff are provided with heavily subsidised transport facilities from their place of residence to the campus.
- Office Space: All faculty irrespective of their position are provided with single occupancy office facilities.

- Campus accommodation: Campus accommodation is available at nominal rents on first-come-first-serve basis
- Health/Medical Insurance: All the staff, faculty and students are covered under health insurance.
- Awards and Recognitions: Faculty are recognised annually for their exceptional contribution in teaching and research. Faculty and staff are also recognized for long service to the institution.

File Description	Document
Provide the link for additional information	View Document

6.3.2

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

Response: 65.65

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
116	38	42	41	63

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 61.49

6.3.3.1 **Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ *Management Development Programs (MDP)* during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
105	41	74	20	41

File Description	Document
Institutional data in the prescribed format (data template)	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

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

The University has established a reliable framework to assess its financial requirements while maintaining a vigilant eye on the allocation of financial resources to support its Academic Programs, Infrastructure Development, Research Initiatives, and Student Support Services.

The University's Resource Mobilization Framework incorporates a multifaceted approach, encompassing a variety of key strategies designed to cater to Infrastructure Augmentation and Operational Expenses.

The funds required for **Capital Expenditures** are mobilized from a diverse array of sources, including **Corporate Social Responsibility (CSR) Funding from Corporates, Corpus Funds, Grants, and Internal Accruals, such as interest generated from the University's financial resources**. The University actively seeks these funds from **Corporates, Private Foundations and from Sponsoring Body, Philanthropic Organizations, and other Institutions**. To streamline this effort, the University maintains a Budget Committee responsible for Resource Mobilization, adopting a proactive approach that enables it to secure external funding to fulfill its objectives.

Operational Expenses are prudently managed through educational receipts from students and internal accruals, including bank interest from Fix Deposits, etc. Furthermore, the Resource Mobilization strategy encompasses innovative revenue generation strategies, including specialized Management Development Programs tailored for professionals and corporate entities.

Another essential component is the robust Alumni Association established by the University. This association plays a pivotal role in networking and forging connections that result in valuable philanthropic support.

Optimal Resource Utilization

To ensure the optimal utilization of resources, the University has established a Budget Committee, which, in turn, has implemented a robust Financial Management System. This system revolves around meticulous **Budget Planning, continuous Monitoring, and regular Reviews to guarantee the efficient and effective allocation of resources.**

The University places a strong emphasis on **transparency and accountability in its financial practices**, adhering rigorously to **Regulatory Guidelines and Reporting Standards.** Regular audits are conducted to ensure compliance with these standards and to identify areas for improvement.

Annually, prior to the commencement of each financial year, the University compiles and consolidates the **estimated budgets** of various areas to prepare the **University's final budget**. The Budget Committee presents this comprehensive budget to the Board for approval.

Every expenditure is rigorously controlled in adherence to the University's approved Financial Budget and is closely monitored by the Finance & Accounts Office. Funding requests from various areas are meticulously examined, and funds are disbursed only after careful verification and thorough scrutiny by the Finance & Accounts Office.

In keeping with the University's commitment to responsible Financial Management, the institution maintains separate accounts to meticulously track all **Grants and Funding sources**. This practice ensures that funds are utilized effectively for their intended purposes, and these efforts are reinforced through regular audits and the issuance of **Fund Utilization Certificates**.

The University also fosters a culture of Resource Optimization and sustainability across all areas. Faculty members and staff are encouraged to explore innovative means to maximize the use of available resources, reduce waste, and implement energy-saving measures. This commitment to sustainability not only supports the institution's financial well-being but also underscores its broader commitment to responsible resource management and environmental stewardship.

File Description	Document
Provide the link for additional information	View Document

6.4.2

Funds / Grants received from government bodies/non government and philanthropists during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V)

Response: 36110.62

6.4.2.1 **Total Grants received from government and non-government bodies and philanthropists for development and maintenance of infrastructure (not covered under Criteria III and V) year-wise during the last five years (INR in *Lakhs*)**

2022-23	2021-22	2020-21	2019-20	2018-19
15574.6	7017	5528	1565	6426

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

Audit mechanism: There is a transparent mechanism for conducting internal and external financial audits.

Internal audit evaluates internal financial controls and accounting processes. It ensures compliance with laws and regulations and helps to maintain accurate and timely financial data.

External audit extends the scope of audit towards finalizing the books of accounts and preparing financial statements strictly adhering to the accounting and auditing standards applicable to the University.

Internal audit:

M/s B. P. Sanghani & Associates - a chartered accountancy firm, has been appointed as the internal auditors. A team of qualified staff (CAs) from the office of internal auditor visit the University to perform the audit.

Process and scope of internal audit: The process of internal audit is rigorous and it includes thorough verification of internal controls and transactions that are carried out in the financial year. The audit team scrutinizes invoices, vouchers, expenses, payments, etc. Entries made in the books of accounts are tallied with its supporting bills/documents. The authorizations, outstanding payments, advance payments, and un-reconciled accounts are checked and reported. If any discrepancy is found, the same is brought to the notice of the finance head through an internal audit report. The report is then discussed in the next Budget Committee meeting and necessary instructions are passed to the finance head.

External audit:

M/s Shaparia Mehta & Associates LLP, a chartered accountancy firm, has been appointed as an external auditor. A team of qualified staff (CAs) from the office of external auditor visits to perform the Statutory audit for the financial year under consideration.

Process and scope of external audit: The scope of external audit extends towards finalizing of books of accounts and preparation of financial statements. Audit team performs the scrutiny audits, test checks and reports discrepancies. Also, report submitted by internal auditors is discussed and reviewed for removal of discrepancies. Once the audit is completed, financial statements such as balance sheet, income and expenditure account, and annexures are prepared. These audited financial statements are duly signed by the authorities of the management and external auditor.

So far there have been no major findings/objections in both internal and external audits. Minor errors of omissions and commissions when pointed out by the audit team are immediately corrected/rectified and precautionary steps are taken to avoid recurrence of such errors in future. All these mechanisms exhibit the transparency being maintained in financial matters and adherence to financial discipline to avoid defalcation of funds.

File Description	Document
Provide the link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

IQAC was established in 2019 to systematize all the quality-related matters and operations of the University. The IQAC functions as per **IQAC regulatory guidelines of the UGC**. The IQAC has undertaken multiple quality initiatives. Among these are the following two initiatives that relate to

teaching and learning processes;

Continuous Review of Teaching-Learning Processes

IQAC recognizes that the heart of any academic institution lies in its teaching-learning processes. To maintain and enhance the quality of education imparted, IQAC undertakes regular and systematic reviews of these processes. This includes:

1. **Curriculum Review:** IQAC collaborates with academic departments to review and update the curriculum. This process involves assessing the relevance of course content, aligning it with industry demands, and ensuring that it meets the learning objectives and outcomes through feedback collected from stakeholders such as students, faculty, alumni, employers, academic peers, etc. This helps in identifying areas where learning outcomes may need improvement and enables the institution to adapt swiftly.

2. **Pedagogical Innovations:** IQAC encourages faculty members to explore innovative teaching methodologies. One of the key achievements has been the online teaching and learning that it implemented in collaboration with the Digital Learning Centre at FLAME which helped in teaching and learning during the Covid pandemic and suggested improvements to make learning more effective.

3. **Assessment and Evaluation:** IQAC undertakes regular assessments of examination systems and evaluation methods are conducted along with technological updation of the IT facilities of the examinations office.

4. **Learning Outcome Assessment:** IQAC has developed and implemented a mechanism to assess learning outcomes across programs and courses. This includes developing a platform to collect, analyse and report student performance and achievement.

Following are two important initiatives undertaken by IQAC in institutionalizing quality assurance strategies to assist in the university's quest for excellence. By fostering a culture of continuous improvement and accountability, IQAC ensures that our institution remains dynamic and responsive to the evolving needs of students, faculty, and society at large.

Structural Improvement

1. **Streamlining Procedures:** IQAC works with administrative units to simplify and streamline administrative processes related to teaching and learning. It is the nodal agency to ensure that all university documentation, policies, manuals, and procedures are thoroughly reviewed, validated, and vetted before they are implemented or updated.

2. **Data-Driven Decision-Making:** IQAC promotes data-driven decision-making by facilitating the collection and analysis of relevant data collected from relevant stakeholders. This is shared with the administrative heads and bodies for effective allocation

3. **Blameless Postmortem:** All major events held at the university are followed by an in-depth analysis with various stakeholders to help facilitate learnings and improvise various processes and systems.

File Description	Document
Provide the link for additional information	View Document

6.5.2

Institution has adopted the following for Quality assurance*:*

1. **Academic and Administrative Audit (AAA) and follow up action taken**
2. **Conferences, Seminars, Workshops on quality conducted**
3. **Collaborative quality initiatives with other institution(s)**
4. **Orientation programme on quality issues for teachers and students**
5. **Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
6. **Any other quality audit recognized by state, national or international agencies**

Response: A. Any 5 or more of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.5.3

Incremental improvements made for the preceding five years with regard to quality (in case of first cycle NAAC A/A)

Post accreditation quality initiatives (second and subsequent cycles of NAAC A/A)

Response:

FLAME University has adopted effective internal and external quality enhancement systems and processes. The contribution of IQAC towards initiating and streamlining various processes has included the following:

- Ensuring the adherence of teaching and learning policies and procedures, with the Learning Outcomes Curriculum Framework (LOCF)
- Setting the guidelines for curriculum review and validating the processes employed in the creation and revision of courses
- Review of all the manuals/handbooks of the university for its adherence to established rules and

procedures

- Data collection, validation, and submission for regulatory purposes
- Training faculty and staff on quality initiatives
- Creating process flow for various operations of the University
- ISO certification and its attendant activities
- Diamond rating in QS I-guage, A* grade in CRISIL Business School grading, Great Place to Work ratings were enabled by IQAC
- Validation of various activities to be as per university laid down rules and procedures
- Dissemination, collection, and analysis of surveys on various aspects of the university activities
- Operations of the university and their analysis
- Recommendations on quality improvement measures to the Board of Management and Academic Council
- Academic and Administrative Audit for various processes of the university

File Description	Document
Provide the link for additional information	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:

FLAME University is committed to promoting gender equity and creating a safe, inclusive, and supportive environment for all its members. The institution has undertaken a series of proactive measures to achieve these objectives:

Gender Audit: To ensure transparency and accountability, the university conducts regular gender audits and submits relevant data to the **Saksham Portal**. This data includes information on the number of cases reported annually to the **Internal Complaints Committee**, status of complaints, workshops conducted to raise awareness about sexual harassment, and details about the actions taken in response to reported cases.

Measures for Promotion of Gender Equity

- **Internal Complaints Committee (ICC):** FLAME University has established an Internal Complaints Committee (ICC) in accordance with UGC mandates. The ICC is responsible for addressing issues related to gender-based violence, including sexual harassment. It plays a pivotal role in investigating complaints, ensuring due process, and taking appropriate actions to redress grievances. The ICC provides a safe avenue for individuals to voice their concerns and seek resolution.

- **Women Cell:** The institution has set up a dedicated Women's Cell to manage and address issues related to gender-based violence and gender sensitization. The Women’s Cell follows an **Annual Gender Sensitization Plan** every year and conducts awareness programs, workshops, and **health surveys** to create a healthy and inclusive campus environment, e.g., a gender sensitization session was conducted for students on 12th November 2022 to spread awareness on POSH, followed by a question-answer round with the Women’s cell and ICC members. The Women’s Cell also organized a three-day event from 8th to 10th March 2023 on the occasion of **International Women’s Day** which involved a movie screening, a health camp for the women staff, and a panel discussion with two eminent speakers.

- **Gender-Related Courses:** FLAME University offers a range of gender-related courses that critically examine the **sociocultural construction of gender** and explore gendered institutions. A few examples of such distinct courses offered at FLAME University are Gender Economics; Gender, Culture and Society; Understanding Gender; Gender in International Relations; Class, Caste and Gender in India; Women and Development; and Psychology of

Gender among others. These courses aim to raise awareness of **gender discrimination** and advocate for a more equitable society.

- **Representation of Women Employees:** FLAME promotes representation of women in various committees and decision-making bodies, ensuring that their voices and perspectives are considered in shaping policies and practices. FLAME University also fosters women's leadership within various departments and organization committees, providing equal opportunities for professional growth.

Safety, Security, and Support

- CCTV Surveillance: The institution has deployed CCTV surveillance across its campus to monitor and enhance security measures.
- Lady Security Guards: Female security personnel provide additional safety and support, especially in areas frequented by female students and staff.
- Training for Female Housekeeping Staff: Female housekeeping staff members receive training that enhances their skills and ensures a respectful and gender sensitive work environment.
- Day Care for Children: FLAME University offers a day care facility for the children of faculty and staff, facilitating work-life balance for working parents.
- There is a separate common room for girl students.

File Description	Document
Provide the link for additional information	View Document

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures
1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: A. Any 4 or more of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **e-Waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

FLAME University is committed to sustainable waste management practices and has implemented robust systems and facilities to manage different types of waste effectively. The institution recognizes the importance of managing waste in an environmentally responsible manner and has taken various measures to minimize the impact on the environment.

1. Solid and Liquid Waste Management:

FLAME University has a well-structured solid waste management system in place. The campus is equipped with designated waste collection bins placed strategically throughout the premises, ensuring convenient and efficient waste segregation at the source. The institution promotes the segregation of waste into different categories such as organic including kitchen waste, recyclable, and non-recyclable waste. The waste management team ensures regular collection, transportation, and disposal of solid waste in accordance with the prescribed guidelines. FLAME University has agreement with an organization named Swach Plus for management of solid waste collection.

To manage liquid waste, FLAME University has established an efficient wastewater management system. The campus is equipped with **sewage treatment plants (STPs)** that effectively treat the wastewater generated within the premises. These STPs employ advanced technologies to remove impurities and contaminants from the wastewater, ensuring that only treated water is released back into the environment. The treated water can be safely reused for non-potable purposes, contributing to water conservation efforts.

2. Biomedical Waste Management:

FLAME University recognizes the importance of proper disposal of biomedical waste to ensure the health and safety of its community. The institution has dedicated facilities and protocols in place for the

management of biomedical waste generated on the campus. Segregation, collection, transportation, and disposal of biomedical waste are carried out as per the guidelines set by the concerned authorities. The University has a memorandum of understanding with Life Secure Services for disposal of Biomedical waste.

3. E-Waste Management:

To address the growing concern of electronic waste (e-waste), FLAME University has implemented an e-waste management system. The institution promotes responsible e-waste disposal and has designated collection centers on campus where students, faculty, and staff can safely deposit their old or non-functional electronic devices. These collected e-waste items are then handed over to authorized e-waste recyclers **(Green India E-waste and Re-Cycling OPC Pvt Ltd.)** for proper recycling and disposal, ensuring that hazardous materials are managed safely and valuable resources are recovered.

4. Waste Recycling System:

FLAME University emphasizes the importance of waste recycling and has established a waste recycling system on campus. The institution encourages the segregation of recyclable waste such as paper, plastic, glass, and metal. Designated recycling bins are available throughout the campus to facilitate the proper disposal of recyclable materials. Currently, an OWC (organic waste converter) of 'Smart Enviro Systems Pvt. Ltd.' named as 'Smart DC 500' with a treatment capacity of 200 KG per day is installed on-site. The recyclable waste is collected separately and sent to authorized recycling facilities, where it is processed and transformed into reusable materials, reducing the strain on natural resources and minimizing waste generation.

5. Hazardous Chemicals and Radioactive Waste Management:

The University **does not produce** Hazardous Chemical waste or Radioactive waste

File Description	Document
Any other relevant information	View Document

7.1.4

Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: A. Any 4 or more of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

FLAME University is committed to creating a **green and sustainable campus environment**. The institution has undertaken various initiatives as part of its **Green Campus initiative to promote eco-friendly practices, reduce carbon emissions, and create a healthy and vibrant campus**. Here is a brief description of the various Green Campus initiatives implemented by us.

- **Limited movement of Automobiles:**

FLAME University encourages sustainable transportation practices by limiting the movement of automobiles on campus. This initiative aims to reduce traffic congestion, noise pollution, and carbon emissions. The institution provides designated parking areas for faculty, staff, and visitors, promoting the use of alternative modes of transportation within the campus. The speed limit boards of 20 Km/hr and entry barriers and checkpoints are placed at various locations in the university.

- **Use of Bicycles/Battery-Powered Vehicles:**

FLAME University promotes the use of bicycles and battery-powered vehicles as a convenient and eco-friendly mode of transportation on campus. The University has also published and circulated Policy for Use of Bicycles on Campus. 15 different parking locations have also been earmarked for parking bicycles. Battery-operated vehicles and carts are available for those with mobility needs or for transportation between different areas of the campus.

- **Pedestrian-Friendly Pathways:**

To enhance the pedestrian experience and promote a safe and healthy campus environment, FLAME University has developed pedestrian-friendly pathways with ramps for physically challenged as well. These pathways are well-designed, landscaped, and well-lit, providing a pleasant walking experience for students, faculty, and staff. The pathways are strategically placed to connect various buildings and facilities on campus, encouraging walking as the primary mode of transportation.

- **Restricted Use of Plastic:**

FLAME University has **restricted the use of plastic** on campus. This initiative aims to reduce plastic waste and its detrimental impact on the environment. The institution promotes the use of eco-friendly alternatives such as paper bags, cloth bags, and other biodegradable materials. Additionally, **water dispensers and refill stations** are available throughout the campus to encourage the use of **reusable water bottles**, reducing the consumption of single-use plastic bottles.

- **Landscaping with Trees and Plants:**

FLAME University places great importance on the greenery and aesthetics of its campus. The institution has undertaken **extensive landscaping initiatives**, including the planting of trees and plants across the campus. The University also mantains an extensive herbal garden with exotic variety of medicinal plants. FLAME has agreement with Trimurti Enterprises to maintain horticulture on campus. The presence of trees not only enhances the visual appeal but also contributes to improved air quality, shade, and biodiversity. The campus is designed to incorporate green spaces, gardens, and courtyards, providing a serene and natural environment for the campus community.

- **Use of Solar Panels and Solar Water Heaters:**

FLAME University utilizes solar power and solar water heaters as part of its green campus initiative, aiming to reduce carbon emissions and promote sustainable energy practices.

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.6

Quality audits on environment and energy are regularly undertaken by the institution

The institutional environment and energy initiatives are confirmed through the following

1. **Green audit / Environmental audit**
2. **Energy audit**
3. **Clean and green campus recognitions/awards**
4. **Beyond the campus environmental promotion and sustainability activities**

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response:

FLAME University is committed to creating a barrier-free environment that ensures equal access and opportunities for individuals with disabilities (Divyangjan). The institution has implemented various components and facilities to promote inclusivity and support the diverse needs of its students, faculty, staff, and visitors.

1. Built Environment with Ramps/Lifts:

FLAME University has incorporated **ramps and lifts throughout the campus** to ensure easy access to classrooms, libraries, administrative buildings, and other facilities. The ramps and lifts are designed to be wheelchair-friendly, allowing individuals with mobility challenges to navigate the campus independently and comfortably.

2. Divyangjan-Friendly Washrooms:

The institution has equipped its washrooms with facilities that cater to the needs of individuals with disabilities. Divyangjan-friendly washrooms are designed to be spacious, accessible, and equipped with support bars and other necessary amenities to ensure convenience and comfort.

3. Signage and Tactile Paths:

FLAME University has implemented clear signage throughout the campus, including tactile paths, lights,

display boards, and signposts. These visual and tactile cues assist individuals with visual impairments or other disabilities in navigating the campus effectively. Tactile paths with raised surfaces and contrasting textures provide guidance and orientation for those with visual impairments.

4. Assistive Technology and Facilities:

To support individuals with disabilities, FLAME University provides assistive technology and facilities. The institution has an accessible website that adheres to web accessibility standards, making it compatible with screen-reading software. The University has **facilities of Audio books, Braille books, access to Non-Visual Desktop Access (NVDA), Portable Magnifying Lens 3X High-Powered Magnification Hand-Held Folding Magnifier Glass with LED Lights Stand and UV Protection for Reading.**

Mechanized equipment such as **adjustable desks, ergonomic chairs, and assistive devices** are available in classrooms and other learning spaces. **Wheel chairs** are available on campus for those in need.

Facilities for human readers and scribes are available for those in need during examinations as per the examination regulations at FLAME University.

5. Provision for Enquiry and Information:

FLAME University ensures that individuals with disabilities have access to information and assistance. The institution provides human assistance in the form of support staff who are trained to assist individuals with disabilities. Soft copies of reading material, screen reading software, and font enlargement options are provided to cater to diverse learning needs.

File Description	Document
Upload supporting document	View Document

7.1.8

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).

Response:

Through various initiatives and efforts, FLAME University promotes tolerance, harmony, and mutual understanding among its students, faculty, staff, and the larger community.

Cultural, Regional, Linguistic and Communal Diversity

FLAME University hosts a vibrant array of cultural festivities and events, spotlighting the wealth and variety of **global cultures, traditions, and languages**. These occasions serve as interactive platforms for students, faculty, and staff to proudly showcase their cultural legacies, engage in enriching exchanges of

ideas, and mutually learn from one another.

- The university organizes cultural festivals, captivating music and dance performances, all geared towards nurturing a deep sense of inclusivity and understanding of diverse cultural heritages. Noteworthy celebrations include events marking **Ganesh Chaturthi and Visarjan, Navratri, Diwali, Holi, Christmas, Pongal, Onam, Lohri and more.** Special meal arrangements are made during **Diwali, Navratri, Ramadan, Paryushana** etc for students and staff.

- FLAME University values the significance of **language and regional diversity** in shaping individual identities and fostering inclusivity. The institution actively promotes the **celebration and embrace of regional languages**, literature, and traditions among its students. For instance, FLAME marks **Marathi Bhasha Gourav Divas,** an event that holds particular importance as the university is situated in Pune, Maharashtra, honoring the local language and culture.

- Furthermore, as part of the foundational courses, students are introduced to languages such as **Urdu and Sanskrit**, alongside a variety of foreign languages like **Mandarin, Spanish, French, German, Japanese, and Persian**. Additionally, the university organizes programs focused on spoken **Hindi**, emphasizing the importance of linguistic diversity. These initiatives reflect FLAME University's commitment to nurturing a **rich tapestry of linguistic traditions** and promoting cultural understanding and harmony among its diverse student body.

- **The India Centre** at FLAME University promotes the study of Indian cultural traditions, including artistic heritage, artist and artisanal communities, socio-economic-religious- ecological traditions, and historical and epistemological knowledge - through various research projects.

- The institution actively encourages students to participate in activities and dialogues that nurture understanding, empathy, and respect for diverse **communal beliefs**. An exemplary event in this endeavor was the invited talk on **"Efforts Towards Global Peace,"** conducted by renowned social activist, academic, and **Magsaysay award winner, Dr. Sandeep Pandey.**

Socio Economic diversity and Inclusion

- The university organizes community service initiatives to foster unity, respect, and peaceful coexistence. One such initiative is the FLAME Community Service Club, which engages in a wide range of impactful activities. Through collaboration, empathy, and social responsibility, the Community Service Club aims to connect like-minded individuals and enhance the spirit of community service. Activities include blood donation drives, cleanliness campaigns, visits to old age homes, schools, and homes for the blind, awareness sessions for underprivileged children as part of The Story Project in collaboration with the NGO Mitee Educational, visit to Maher Ashram – Vatsalyadham (a home for mentally disturbed women, destitute women, and underprivileged kids), clothes donation drives for laborers and workers on the university campus, and many more.

- The University is committed to creating an inclusive environment that welcomes **students from diverse socioeconomic backgrounds**. The institution offers a range of **financial aid and scholarship** programs to ensure access and opportunity for **students from disadvantaged backgrounds.** FLAME has tie-ups with organizations like **Telangana Government, The Karta**

Initiative, and Vidyagyan Schools to provide freeships to underprivileged students.

File Description	Document
Any other relevant information	View Document

7.1.9

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

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

FLAME University recognizes the importance of sensitizing its students and employees to the **constitutional obligations, values, rights, duties, and responsibilities of citizens**. The institution believes in fostering a strong sense of civic awareness and engagement among its community members. Through various initiatives and programs, FLAME University ensures that students and employees understand and uphold the principles enshrined in the constitution. Here is a description of the efforts taken by the institution to promote constitutional obligations and civic values:

Orientation Programs:

FLAME University conducts comprehensive orientation programs for both students and employees, which include sessions on constitutional obligations, values, and the rights and responsibilities of citizens. These programs aim to create awareness about the constitutional framework and the principles of democracy, justice, equality, and human rights. For e.g. Celebration on Dr. Ambedkar Jayanti that gave students an opportunity to reflect on the values and principles that Dr. Ambedkar stood for and how they continue to shape our society today. The participants discussed his vision for an egalitarian society and the role of the Constitution in realizing this vision.

Social and Political Science Courses, Workshops and Seminars:

The institution offers social and political science courses that explore the foundations of the Indian constitution, democratic processes, and the rights and responsibilities of citizens. These courses provide students with an in-depth understanding of constitutional obligations, civic values, and the importance of active citizenship. The University also organizes workshops and seminars on constitutional obligations and civic values, inviting experts, scholars, and activists to share their insights and experiences. These interactive sessions **facilitate discussions on fundamental rights, duties, and responsibilities**, encouraging students and employees to critically examine and engage with constitutional principles, e.g., department of social sciences conducted a talk on Moving parts of a Democracy by Radhika Ganesh, a cultural-political activist, as part of the course 'Social Welfare and Legislation'.

Community Engagement and Service-Learning

FLAME University encourages students and employees to actively engage in community service and volunteer activities, e.g., blood donation camps, crowdfunding for education of underprivileged kids, awareness session on women health and hygeine, etc. Through these experiences, they come face-to-face with the realities of society and gain a first-hand understanding of the challenges faced by marginalized communities. This engagement promotes empathy, social responsibility, and a sense of duty towards creating a just and inclusive society.

Awareness Campaigns and Events:

The institution organizes awareness campaigns, rallies, and events to celebrate important constitutional milestones and promote civic values. These initiatives raise awareness about constitutional rights, duties, and responsibilities among the broader community. They provide platforms for students and employees to actively participate in discussions, debates, and activities related to constitutional obligations, e.g., Webinar on Political Parties and the Indian Constitution etc.

Collaboration with Civil Society Organizations:

FLAME University collaborates with civil society organizations working in the field of constitutional **literacy and civic engagement**. These partnerships provide students and employees with opportunities to actively engage in community-driven initiatives and contribute to social change. It also helps in fostering partnerships and collaborations that promote constitutional values and citizen participation, e.g., **Policy and polity games and simulation workshops** conducted by Fields of View, a Bangalore-based think tank working on designing better policies using games and simulations.

File Description	Document
Any other relevant information	View Document

7.1.10

The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. **The institutional Code of Conduct principles are displayed on the website**
2. **There is a committee to monitor adherence to the institutional Code of Conduct principles**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice - 1

Discover India Program: A dip into India’s Past and the Present

Objectives: The Discover India Program (DIP) is a transformative expedition crafted to instill profound awareness and a sense of pride in the rich culture, heritage, and traditional practices of young Indian adults. This immersive credit course engages participants in exploring the nation's tapestry, including fine and performing arts, historical monuments, social customs, religious traditions, festivals, and traditional livelihood practices. DIP aims to empower participants with a critical perspective on cultural and historical traditions, fostering a connection to their roots and encouraging the celebration of India's cultural diversity.

Context: DIP stands as a crucial educational initiative in our rapidly globalizing world, aiming to address the growing disconnection between students and their own cultures. Globalization, while bridging the world, can dilute cultural awareness and identity. DIP goes beyond knowledge impartation, instilling vital life skills. Participants learn project management from inception to execution, gaining experience in project design, planning, research, and teamwork. This holistic approach equips students for real-world challenges, fostering cultural sensitivity and identity, cultivating a skilled and culturally aware generation.

Practices:

DIP is a mandatory course for all undergraduate students, administered by a committee of faculty members overseeing end-to-end operations. The program comprises various stages:

- **Team Formation and Mentor Identification**: Students form teams and select faculty mentors aligned with their chosen topics.
- **Topic Selection**: Groups autonomously choose topics of interest, discussing them with faculty mentors.
- **Master Classes**: Specialized classes cover research methodology, videography, accounting,

project management, report writing, and interviewing techniques.

- **Research Phase**: Teams brainstorm to define research objectives, strategies, and collect resources, preparing questionnaires and utilizing library resources.
- **Pre-Fieldwork Planning**: Students plan fieldwork, conduct online expert interviews, and address logistical and administrative tasks.
- **Orientation and Masterclasses**: Students attend sessions outlining responsibilities, ethical considerations, and engaging in masterclasses on research, ethics, photography, documentary-making, and logistics.
- **Fieldwork**: Groups, with faculty mentors, embark on fieldwork with pre-approved itineraries and logistics for 8 to 10 days.
- **Data Compilation and Analysis**: After fieldwork, groups compile data, present findings to an external jury, and create a final documentary for grading.
- **Budget and Travel:**The program is allocated a budget by the University, covering travel, boarding, lodging, stationery, and incidental expenses for faculty and students. Travel is restricted to road or train transport to experience India's diversity firsthand.

Evidence of Success:

DIP has flourished over the years, with projects like "Sajawat – A Study of Truck Art in India.", Kattaikkuttu: An art through time, Bulava - Our Calling to the Ajmer Sharif Dargah, The Real Madras Handkerchief: Squares unraveling stories. More details of the projects can be found here: https://dip.flame.edu.in/dip-projects/).

Challenges:

DIP encounters challenges that serve as learning opportunities for students, including cultural sensitivity, logistical issues, access to informants, health and safety concerns, time constraints, budget management, ethical dilemmas, and data analysis complexities. These challenges enrich students' learning experiences and prepare them for the complexities of cultural exploration.

Best Practice - 2

Synergising Academia-Industry Linkage in a Liberal Education Setting

Context: Industry-academia partnerships are increasingly recognized as essential in bridging education and business realms. In the face of a complex global landscape, academic institutions are urged to closely align with industry to meet evolving demands. These collaborations offer mutual benefits, providing universities with real-world insights and practical applications while industries gain fresh talent and innovative solutions. Liberal Education universities that offer non-technical programs face challenges in forging such partnerships due to perceived divides between foundational and applied disciplines. FLAME University's journey exemplifies the potential of industry-academia collaborations in such settings. This experience not only enriches academic offerings but also enhances financial stability, making FLAME a pioneer in a field where industry participation is rare. It underscores the power of education-industry synergy and reaffirms the commitment to excellence in liberal education.

Objectives: The objectives are aimed at enhancing educational relevance by aligning its programs with

industry demands, generating additional revenue through partnerships, and facilitating knowledge transfer by integrating real-world insights into its academic fabric.

Practices:

- **FLAME Investment Lab:** The FLAME Investment Lab, a flagship initiative of the university, exemplifies the practical application of industry-academic collaboration. It is an environment where financial investing training is offered, catering to both students and industry professionals by the stalwarts of Indian investment industry. It offers a diverse range of programs every year covering multiple facets of finance and investment.
- **Leadership Training**: Customized programs blend academic insights with real-world corporate experiences, offering corporate executives the opportunity to refine their leadership skills while deepening their understanding of liberal education principles.
- **Faculty Development:** These programs equip educators with the tools and knowledge needed to excel in teaching liberal education, furthering the institution's mission of fostering well-rounded, critical thinkers.
- **Research Funding**: The acquisition of research funding through Corporate Social Responsibility (CSR) grants has proven to be an effective mechanism for supporting diverse research projects.

Evidence of Success:

- **Revenue Generation:** The revenue generated from industry partnerships has played a pivotal role in the university's financial sustainability.
- **Enhanced Student Learning:** Students and corporates who have participated in the FLAME Investment Lab and other corporate training programs consistently receive high praise from industry professionals.
- **Research Excellence**: The CSR grants, obtained through industry partnerships, have led to numerous successful faculty research projects and student-led research initiatives.
- **Enhanced Faculty Competence:** Educators who have participated in these programs have experienced a significant enhancement in their teaching methods and research capabilities. This translates into a more enriched liberal education experience for students.

Challenges:

Overcoming initial reluctance from industry leaders to engage with a liberal education institution continues to pose a challenge. Balancing revenue generation with academic excellence required meticulous resource allocation. Ensuring alignment between academic objectives and industry needs demanded negotiation. Sustaining long-term partnerships and keeping stakeholders engaged proved an ongoing challenge, requiring dedicated efforts.

File Description	Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

DISTINCTIVENESS OF FLAME UNIVERSITY: LIBERAL EDUCATION

FLAME University's educational philosophy is **rooted in liberal education**, embodying a philosophy that aims to prepare individuals for lifelong journeys by providing them with versatile tools and techniques from a diverse range of disciplines. Unlike conventional education systems, liberal education at FLAME University emphasizes a holistic understanding of various academic disciplines, enabling students to explore Social Sciences, Business, Computing and Data Sciences, Design, Fine and Performing Arts, Humanities, and the Physical and Natural Sciences. This approach allows for a harmonious pursuit of diverse interests and the fusion of research-oriented programs with practical, hands-on training.

The cornerstone of liberal education is cultivating a broad-based understanding, serving as a foundation for developing expertise in specialized areas. The pedagogical framework places a significant emphasis on research and experiential learning, promoting an interdisciplinary approach that transcends rigid disciplinary boundaries. For example, the study of economics within this framework goes beyond theoretical models to analyse the intricate interplay between profit motives, environmental impact, and ethical considerations. Solutions are derived from rigorous data analysis, reflecting the **multidimensional training** offered.

FLAME University's educational structure prepares students for a broad spectrum of career opportunities in the modern workforce, emphasizing critical thinking and problem-solving skills. Graduates are well-equipped for versatile positions that demand a comprehensive understanding of complex issues and the ability to devise practical solutions. Overall, FLAME University's education model stands as a trailblazer in India, emphasizing a forward-looking curriculum and interdisciplinary learning to nurture well-rounded individuals for the challenges of the future.

Liberal Education at FLAME:

The foundation of all programs, both undergraduate and postgraduate, provided at the University is rooted in liberal education. Below, we illuminate the notable aspects of the undergraduate curriculum.

Undergraduate Program

Foundation:

Every undergraduate student, irrespective of their final specialisation, has to do at least 20 courses as part of the foundation which includes a core and multidisciplinary elective component.

The list of courses that constitute the Foundation Core consists of the following courses:

Course	Skills
Academic Writing	Written Communication
Public Speaking	Oral Communication
Critical Reasoning	Analytical, Problem-Solving, Decision Making
Mental Models	Multiperspetive thinking, Analysis, Synthesis, Decision Making
Applied Ethics	Social Consciousness, Ethical Framework
Digital Literacy	Technological Awareness
Financial Literacy	Financial prudence and independence
Environmental Studies	Sensitivity towards the environment

Students must explore two introductory courses in various knowledge clusters to foster multidisciplinary perspectives as shown in the following table:

Universe	Indicative Disciplines	Skills
Humanities	Literature, Cultural Studies, Philosophy, Religion, Art History	Understanding of the expressions of human culture and their evolution
Social Sciences	Psychology, Economics, Sociology, Anthropology, Political Science, Business	Understanding of socio-economic structures and the forces governing society
Physical and Natural Sciences	Physics, Biology, Chemistry, Geology, Geography, Mathematics, Computer Science	Scientific Reasoning, understanding of the natural world
Global Studies	Persian, German, French, Spanish, Mandarin, Japanese, Urdu, Sanskrit, Marathi, Hindi	Ability to communicate with different peoples, develop an understanding of Cultures
Fine and Performing Arts	Theatre, Music, Design, Dance	Creativity, develop a keen sense of aesthetics.

Specialisations:

After undergoing the foundation curriculum, students declare their areas of specialisation through a Major and a Minor from the choices offered in the University. FLAME offers more than 360 major minor combinations for the students to choose from. The courses are made relevant to current context and are designed to meet the needs of the industry.

Major is the primary area of specialisation and determines the degree. It has both a core and elective component

Minor is the secondary area of specialisation and determines the degree. It has both a core and elective components.

In addition, students can take open electives across the diverse disciplines offered in the university to pursue their interests. These courses also get counted towards their graduation credits.

Research is an integral part of the undergraduate curriculum with almost every specialisation requiring mandatory research methods courses and research skills are sought to be inculcated in most courses.

Experiential Learning:

Consists of internships, research-based field projects, etc. which are graded or have to be mandatorily fulfilled to satisfy graduation requirements.

The **Developmental Activities Program(DAP)** is designed to get students to recognize the socio-economic ground realities of India and understand how organizations have developed to counter these problems.

Discover India Program(DIP): The Discover India Program (DIP) is an intensive research program designed to enable students to learn more about India's cultural heritage and a flagship program of the university.

Summer Internship Project(SIP): The Internship Project is designed to enable students to experience the world of work. This opportunity is available after the second year. Students can take up an 8–10-week internship in a sector they wish to explore as a future career.

Interdisciplinary Major Project(IMP) is a 4th-year research project in which a team of students with diverse specialisations work to address an issue or solve a problem that is of relevance to society, technology, business or any other aspect of life.

Mandatory Value-added courses are Sports, Professional Skills, Technology and Society. They are designed to provide necessary skills to increase the employability quotient and equip the students with essential skills to succeed in life.

Pedagogy and Evaluation:

The University employs a diverse and effective teaching approach. Faculty members tailor their methods to individual courses, considering specific subject matter and learning objectives. They utilize a mix of traditional and innovative techniques, including lectures, self-study modules, interactive sessions, experiential learning, case discussions, group activities, simulations, presentations, and projects. Additionally, the integration of digital technology is central to the curriculum, with an online Learning Management System(LMS) facilitating information dissemination, assessment, communication, and collaboration. Student performance is evaluated through a structured framework, with each course featuring multiple evaluation components. Continuous assessment includes quizzes, tests, assignments, and exams, with the final grade based on performance across these components.

Postgraduate Program(MBA,MBA(CM))

FLAME University’s MBA programs are rooted in liberal education. The University recognized the need for professional managers who are not only adept at their chosen profession but are also socially conscious. The education covers various domains of Social Sciences, Humanities, Foreign Languages and Fine & Performing Arts, besides deep domain knowledge of management. With an interdisciplinary approach, students are not only trained as individual leaders but also be team players through mandatory sports, simulations, projects, internships, investment and entrepreneurship labs, making them well-

equipped to face the challenges of the present and the future.

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

5. CONCLUSION

Additional Information :

FLAME University has embarked on an ambitious research agenda that aligns with its commitment to fostering a **culture of innovation, critical thinking, and holistic education**. The university encourages faculty and students to engage in meaningful research across diverse disciplines, spanning arts, humanities, social sciences, business, computational and data sciences, design, fine and performing arts and more. Research at FLAME University centers around fostering interdisciplinarity, cultivating global collaborations, generating impactful research output, involving students actively, and ensuring the effective publication and dissemination of findings.

The university has established research centres to facilitate focused and collaborative research initiatives. These centres serve as hubs for scholars, researchers, and students to explore contemporary issues and contribute to the advancement of knowledge. Some of the research centres are:

1. ***Centre for Knowledge Alternatives*** works at the intersection of public policy and culture to create products, research and services that go beyond the confines of academia.
2. ***Centre for Legislative Education and Research*** aims to promote knowledge of the Indian democratic process and governance.
3. ***Centre for Mathematical Modelling*** focusses on cross-fertilisation and adaptation of ideas and techniques among various disciplines such as Mathematics, Statistics, Theoretical Physics and Computational Sciences.
4. ***The India Centre*** is envisioned as a hub for an outstanding interdisciplinary study of India and developing academic resources and a meeting ground for diverse scholarly perspectives on India from within and outside.
5. ***Centre for South and South East Asian Studies*** aims to promote the research capacity in political, economic, social and cultural studies of the Indo-Pacific region.
6. ***Centre for Sustainability Environment, and Climate Change*** addresses critical issues related to environment and climate issues through multidisciplinary research projects, pedagogical interventions, and outreach activities.
7. ***Centre for Economics and Public Policy*** provides an interactive platform to provide rigorous and policy-relevant analysis of contemporary problems.
8. ***Centre for Entrepreneurship and Innovation*** promotes the practice of entrepreneurship and innovation by providing early-stage startups access to mentoring programs, networking events, speaker series and competitions.
9. ***Centre for Digital Advancement*** Centre aims to be a research and innovation hub that will explore the potential of digital technologies to bring about positive societal and economic transformations.
10. ***Centre for inter-disciplinary Artificial Intelligence*** focuses on developing Artificial Intelligence (AI) applications tailored to India's needs and the Indian context.

Furthermore, faculty members receive substantial seed funding and access to research funds for their projects from selected corporate partners and other esteemed organizations.

FLAME University faculty collaborates closely with governmental bodies, research institutions, corporations, and non-governmental organizations to tackle crucial societal challenges. Notably, FLAME University has recently formalized a research **memorandum of understanding (MOU) with the Centre for Geographical**

Analysis at Harvard University, USA. This partnership signifies a commitment to joint research initiatives aimed at addressing health-related issues confronting the nation.

Concluding Remarks :

FLAME University sees itself as an outstanding place of scholarship in the fundamental disciplines of knowledge that not only reveal the workings of human affairs, but also the nature of the universe and our place in it while **stimulating the aesthetic sensibility**.

The institution **aspires to attain global recognition** for its commitment to the highest standards of teaching and research, anchoring its philosophy on **liberal education**. Embracing a **multidisciplinary approach**, The University seeks to unify knowledge across arts, humanities, social, and natural sciences.

Attracting faculty and students worldwide true to the ethos '**Guru-Shishya Parampara',** The University strives to provide a nurturing environment that facilitates academic and personal growth. Faculty members are pivotal to the university, receiving comprehensive support, competitive compensation, and incentives to foster groundbreaking research. Adhering to **transparent and need-blind admission processes**, The University aims to admit the best talents globally, implementing a **generous scholarship and financial support** policy to alleviate economic barriers.

The University's **innovative pedagogy** is designed to deliver an **international standard curriculum**, offering students a transformative educational experience. The institution has a **state-of-the-art residential campus** with cutting- edge facilities, emphasizing inspired teaching and research. Governance structures are enabling and responsive to stakeholders, **preserving faculty governance and academic freedom**.

Forging **global partnerships** with top institutions and organizations, The University aims to **exchange knowledge, resources**, and engage in joint research projects. Deepening collaborations with industries and governmental/non-governmental organizations, the university seeks to create opportunities for consultancy, research, and funding to enhance research facilities. An effective promotion strategy will communicate the university's achievements globally, fostering a **strong alumni association** to further its cause.

Rooted in the Indian context, The University pledges sensitivity to the country's needs and those of developing societies, emphasizing **applied research and innovation with maximum social impact**. The institution sees its obligation to disseminate research findings and build a global reputation while advancing its mission through a **commitment to societal well-being**.

In conclusion, FLAME University's **holistic approach** to education, commitment to academic excellence, global outlook, and social responsibility make it a strong contender to be among the leading educational institutions in the country.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years** 1.2.1.1. **Number of new courses introduced during the last five years:** Answer before DVV Verification : 368 Answer after DVV Verification: 254 1.2.1.2. **Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :** Answer before DVV Verification : 777 Answer after DVV Verification: 777 Remark : Input edited as per the syllabus copies and other documents shared by HEI.
1.3.2	**Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years** Answer before DVV Verification : Answer After DVV Verification :52 Remark : Input edited as per the supporting data.
2.4.2	**Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years** 2.4.2.1. **Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years** Answer before DVV Verification : 137 Answer after DVV Verification: 129 Remark : Input edited as per the degree award shared by HEI.
2.4.3	**Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)** 2.4.3.1. **Total teaching experience of full-time teachers as of latest completed academic year** Answer before DVV Verification : 1525 Answer after DVV Verification: 1485 Remark : Values updated as per supporting documents and NAAC SOP
2.6.2	**Pass percentage of students (excluding backlog students) (Data to be provided only for the latest completed academic year)**

	2.6.2.1. **Total number of final year students who passed the examination conducted by Institution.** Answer before DVV Verification : 475 Answer after DVV Verification: 455 Remark : Input edited as per the supporting data.
3.1.3	**Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.** 3.1.3.1. **Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years** Answer before DVV Verification : 48 Answer after DVV Verification: 39 Remark : Input edited as per the supporting data.
3.2.1	**Total Grants research funding received by the institution and its faculties through Governme006Et and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)** Answer before DVV Verification : Answer After DVV Verification :2100 Remark : Input suggested as per the given research funding details.
3.3.2	**Total number of awards received for *research/*innovations by institution/teachers/research scholars/students during the last five years** Answer before DVV Verification : Answer After DVV Verification :29 Remark : Value updated as per supporting documents.
3.4.2	**Total number of Patents awarded during the last five years** Answer before DVV Verification : Answer After DVV Verification :21 Remark : Input edited as per the awarded patent.
3.4.4	**Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years** 3.4.4.1. **Number of research papers published in the Journals as notified on UGC CARE list during the last five years** Answer before DVV Verification : 250 Answer after DVV Verification: 196 Remark : Value updated removing duplicate papers and non relevant entries and calendar year as

per NAAC SOP

3.4.5 **Number of books and chapters in edited volumes published per teacher during the last five years**

3.4.5.1. **Total Number of books and chapters in edited volumes published during the last five years**

Answer before DVV Verification : 195
Answer after DVV Verification: 178

Remark : Value updated removing duplicate entries and considering relevant entries as per NAAC SOP and calendar year

3.4.6 ***E-content is developed by teachers :***

1. ***For e-PG-Pathshala***
2. ***For CEC (Under Graduate)***
3. ***For SWAYAM***
4. ***For other MOOCs platform***
5. ***Any other Government initiative***
6. ***For institutional LMS***

Answer before DVV Verification : B. Any 4 of the above
Answer After DVV Verification: C. Any 3 of the above
Remark : Values updated as per supporting documents and NAAC SOP.

3.5.1 **Revenue generated from consultancy and corporate training during the last five years**

3.5.1.1. **Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
396.43	13.39	5.96	157.65	176.50

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
150.5	13.39	5.96	157.65	155.5

Remark : Input edited as per the supporting data.

3.6.2 **Number of extension and outreach programs conducted by the institution through organized forums like NSS/NCC with involvement of community year wise during the last five years**

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

five years.

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
58	16	2	15	31

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
49	13	2	12	25

Remark : Values have been updated considering only " extension and outreach programs"

3.7.1

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

Answer before DVV Verification :

Answer After DVV Verification :44

Remark : Values updated relevant MoUs

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

4.2.2.1. Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
267.10	49.93	46.91	72.42	82.63

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
85.68	2.48	4.63	13.74	20.54

Remark : Values updated as per supporting documents and NAAC SOP

4.3.2

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

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

Answer before DVV Verification : 455

Answer after DVV Verification: 431

Remark : Value updated considering supporting documents

5.1.3

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, self-employment and entrepreneurial skills)**
4. **Awareness of trends in technology**

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. Any 3 of the above
Remark : Value updated as per attachment

5.3.1

Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national/international events (award for a team event should be counted as one) during the last five years

5.3.1.1. Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/ national/international level (award for a team event should be counted as one) year-wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
61	1	16	15	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
44	01	09	12	10

Remark : Values updated as per supporting documents and NAAC SOP.

6.4.2

Funds / Grants received from government bodies/non government and philanthropists during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V)

6.4.2.1. **Total Grants received from government and non-government bodies and philanthropists for development and maintenance of infrastructure (not covered under Criteria III and V) year-wise during the last five years (INR in *Lakhs*)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15574.62	7017	5528	1565	6426

Answer After DVV Verification :

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

15574.6	7017	5528	1565	6426

Remark : Values as per HEI clarification response attachment

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations