

## **Metric 7.2**

### Response: First

1. Title of the Practice: Affirmative action to improve inclusivity and diversity in student intake.
2. Objectives of the Practice: To improve the diversity and inclusivity in BIMTECH admissions by according additional weightage in admissions to candidates from economically and socially challenged backgrounds, and also to women candidates.
3. The Context: BIMTECH is a self-financing private HEI. However, as a citizen institution of this nation, we wished to encourage admissions of students coming from the ESCS category as well as of women. This was approved by the management as a part of social affirmative action. It was also in the interest of the institute because student diversity in the class brings out better learning outcomes.
4. The Practice: In order to encourage more applications from prospective students of these categories, BIMTECH adopted a policy of according additional weight to their overall scores for admissions. Specifically, 5 percent of the regular seats are reserved for candidates from the ESC category, candidates in this category are accorded an additional weight of 2 percentage points over and above their regular score. Women candidates are accorded 3 percentage points on a similar basis. In addition, students from SC/ST category are granted 15% concession, and OBC/EWS students are granted 5% concession in their hostel accommodation charges.
5. Evidence of Success: Even though we have reserved 5 percent of regular seats for the ESC students, their actual share is greater than 10 percent every year. Women constitute about 40 percent of our total intake.
6. Problems Encountered and Resources Required: There were no problems in getting the necessary approvals for incorporating these additional weights and reserving certain seats. In fact, we are pleased with the outcomes and hope that the share of such students increase further in future.

### Second

1. Title of the Practice: Industry-Academia Meets.
2. Objectives of the Practice: To maintain alignment of BIMTECH's curricula with the best and latest in the industry.

3. **The Context:** BIMTECH offers professional programmes at the postgraduate level. Our graduates must demonstrate knowledge, skills and abilities that are aligned with the latest trends and developments in the industry. This has become increasingly critical in the last few years when the technological environment is evolving fast.
4. **The Practice:** At BIMTECH, we are very focussed on regular updation of our curricula to keep in tune with the latest requirements of the industry. While inputs come from multiple sources, such as alumni feedback, benchmarking, and environment scanning, one important source is the industry itself. For the past many years, we have standardized the practice of seeking inputs from a representative set of industry practitioners in related fields/domains/sectors on a regular and formal basis. These interactions are called industry-academia meets, and are conducted both at the level of each functional area as well as by each programme. Much planning precedes any such meet since getting time from multiple industry experts together is not easy. The meets are recorded. Post any such meet, the concerned area or programme discusses the inputs in internal meetings, post which recommendations for updation/revision/addition are made for the consideration of the Academic Council. Once approved, the changes are implemented forthwith.
5. **Evidence of Success:** in terms of addition of new programmes and courses, BIMTECH is well above the benchmark for such performance metric. We added over 30 new courses in 2021 to offer these as new electives in the areas of Data Analytics, BFSI, IT & ITES, Digital Transformation. In 2022 we started an online PGDM programme, approved by the AICTE. We are one of the first business schools to have started such a programme, which is aligned with the recommendations of the NEP.
6. **Problems Encountered and Resources Required:** Our mandate for the industry vertical electives was that at least 50 percent of each course must be taught by an industry practitioner. Implementing this has been a difficult task because of the availability of experts who can align with the regular teaching schedule. As a way out, these classes need to be scheduled flexibly to suit the availability of industry experts. While online classes are an option, so far we have preferred face-to-face interactions.