MIT-ADT University, Pune

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Gender Analysis Report
(Audit)

Prepared by
Quality Assurance Department (IQAC)
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MIT-ADT
UNIVERSITY
PUNE, INDIA
A leap towards World Class Education

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Content

Status of MITADT University Women in Higher Education

Gender Analysis Report

1. Introduction

Gender Analysis or Gender Audit is 'A tool to assess and check the institutionalisation of gender equality into organisation (here our university), including in their policies, programmes, projects, and/or provision of services, structures, proceedings and budgets, meant for gender mainstreaming'.

Swami Vivekanand once said '*To educate your women first and leave them to themselves, they will tell you what reforms are necessary*'

Keeping the very principle of Swami Vivekanand in the mind, we Quality Assurance Department, took up the task of preparing the report on 'Women Representation' in Higher Education System of MIT ADT University, Pune. In fact the matter of 'Gender' was discussed in IQAC Meeting held on 20th September, 2019 {**Agenda Item** *(IQAC/2019-20/02)* **–19**} wherein it was resolved to establish Gender Sensitization Lab on campus. Various meetings were conducted and the process of establishing the lab also began. One small program on sensitization was conducted by School of Education and Research in the month of December, 2019.

There is mention of 'Gender' in NAAC at various places in the 7 criteria of NAAC, like 'integration of gender in the curriculum' in Criterion 1, 'catering to student diversity in Criterion 2, 'Extension Activities with regards to Gender issue' in Criterion 3, and 'Gender Equity' in Criterion 7, particularly with a focus on *'Measures initiated by the University/Institution for the promotion of gender equity during the last five years'.* NAAC expects gender equity and sensitization in curricular and co-curricular activities and also facilities for women on campus.

In addition to the above, *the Parliament in the Sixty-seventh Year of the Republic of India passed The WOMEN'S (RESEARVATION IN WORKPLACE) BILL, 2016 (Bill No.XLVII of 2016to provide for reservation of posts for women in establishments and for matters connected therewith and incidental thereto. The bill states that: 'The Government shall reserve not less than thirty percentage of posts for women for appointments in establishments by direct recruitment and promotion, in such manner, as may be prescribed'.*

Keeping all the above points in the mind QA took up the task of auditing the gender balance in the university. This report has taken a look on women participation in higher education, and determined women enrolment as compared with the total population. The data is studied for the

years 2020-21. The percentage has been found as satisfactory. Correlations have also been studied

The goal of the present study is to merge an examination of gender disparity, if any in enrolment and progression in higher education and appointment of women in teaching and non-teaching positions, including university officers at MIATADT University, Pune with a view to retain the women strength and attract more and more girl and women to MITADT University, Pune.

Aim

i) To know the Gender Balance in the university

ii) To know the Gender Ratio of Teaching Staff, Non-Teaching Staff , University Officers and the entire staff of the University

iii) To know the participation of the lady staff in the Decision making process

iv) To know the participation of the lady staff in teaching activities

v) To know the participation of the lady staff in research activities.

vi) To know the participation of the lady staff in administrative positions (non-teaching)

vii) To know the status of women participation in the entire university

viii) To know the status of measures initiated by the University for the Promotion of Gender Equity like Safety and Security, Counselling, Common Rooms (infrastructure available for lady members, both staff (Teaching and Non-teaching) and students,), Day Care Centre, etc.

ix) To know the participation of the girl students in various programs offered by the university

2. Data Collection and Graphical Representation

i) Gender Balance in the university: The data is collected from various schools, sections to determine the Gender Balance in the

ii) The Gender Ratio among Teaching Staff, Non-Teaching Staff , University Officers and the entire staff of the University: The data is processed and various graphs are prepared to find out the gender ratio among teaching staff, non-teaching staff, the entire university and students

iii) The participation of the lady staff in the Decision making process:Women representation among the Academic Leaders is depicted through the Fig.No.1.
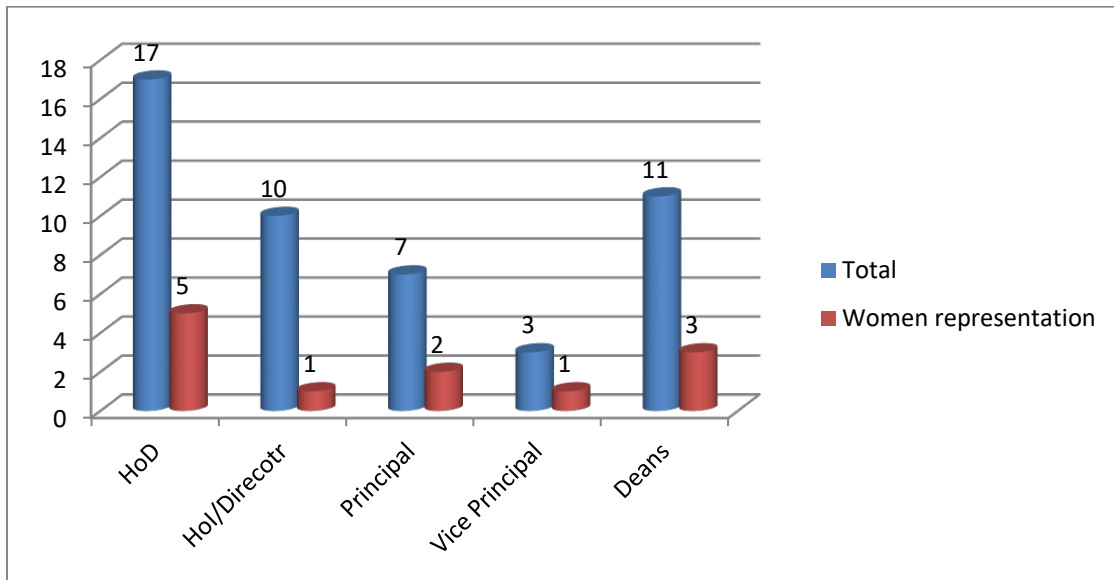

Fig.1. Women representation among HoD, HoI, Principals, Vice-Principals and Deans

The blue column in the fig.1 indicates the total number of posts in a particular cadre and red column indicates representation of women in that particular cadre.
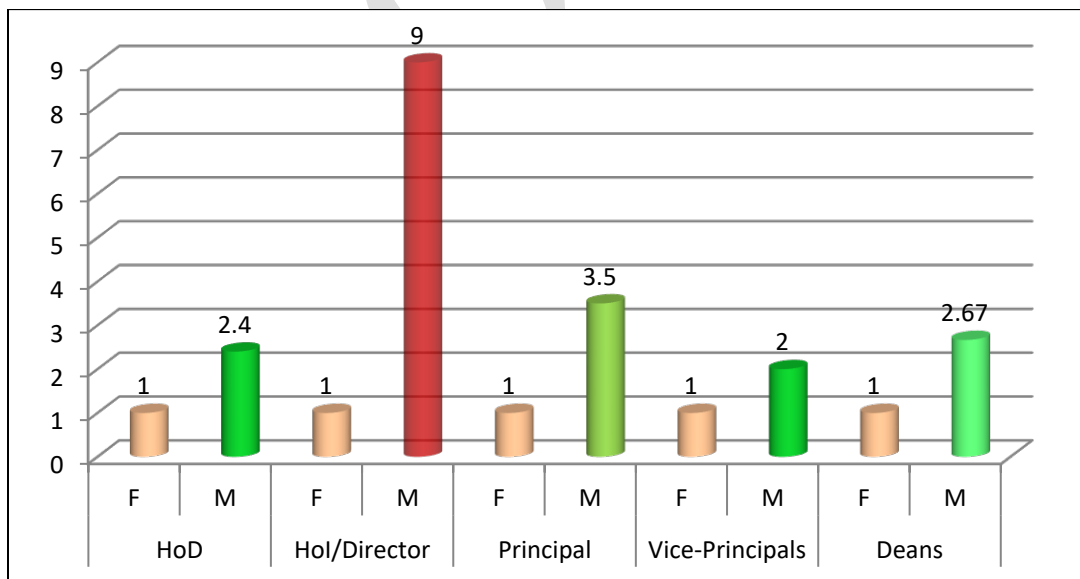

Fig.2. Gender Ratio among Academic Leader

The above graph shows the gender ratio among the Academic Leaders. Except for the HoI category (where for 1 female there are 9 male HoI), the gender ratio among other cadres like HoD, Principal, Vice-Principals and Deans is as per the govt. rules.
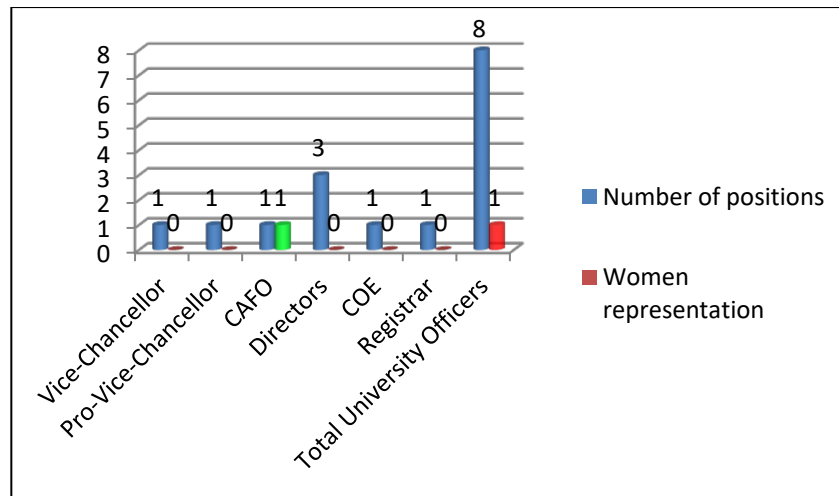
University Officers

Fig.3. Women representation among University Officers

There are 6 main University Officers positions in the university. They are 'Vice-Chancellor', 'Pro-Vice-Chancellor, Chief Accounts and Finance Officer, Directors, Controller of Examinations and Registrar. The total positions filled for these 6 positions are 8. Except CAFO no other position is occupied by the Female university officer. For 7 male officers there is only 1 female officer.
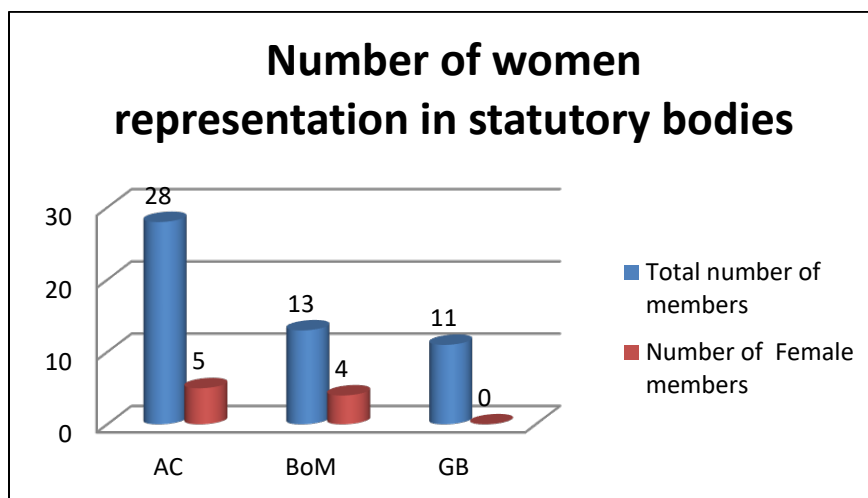
University Bodies

Fig.4. Women representation in Statutory Bodies of the university

The above graph depicts the representation of women in 'Statutory Bodies' of the university. In 'Academic Council' (AC) there is representation of 5 women, in Board of Management (BoM), there is representation of 4 women, while in Governing Body (GB) there is no representation of women.

In addition to this university has established 'Internal Quality Assurance Cell' (IQAC) on its campus in May, 2019, pre-first accreditation by NAAC.

There are 30 members in IQAC, of which 6 are ladies. There are 12 members in NAAC Steering Committee of which 4 are ladies. There are 15 School level IQAC Co-ordinator among which 3 are ladies.

In IQAC also there is representation of women.
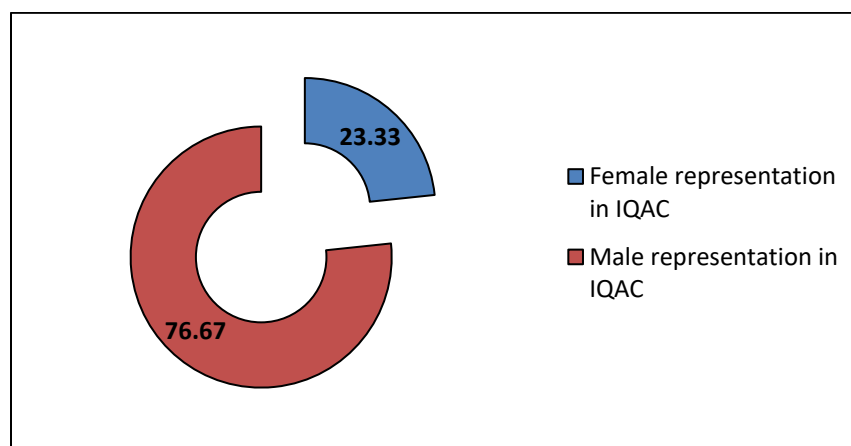
Fig.5. Women representation in IQAC of the university

23.33% women representation is there in 'Internal Quality Assurance Cell' at university level.
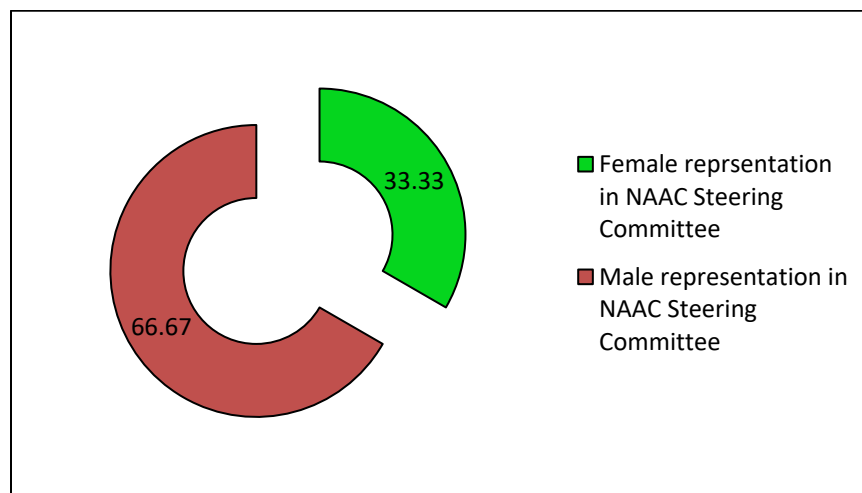
Fig.6. Women representation in NAAC Steering Committee of the university

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There is 33.33% representation of women in 'NAAC Steering Committee and 7 Criteria wise committees.

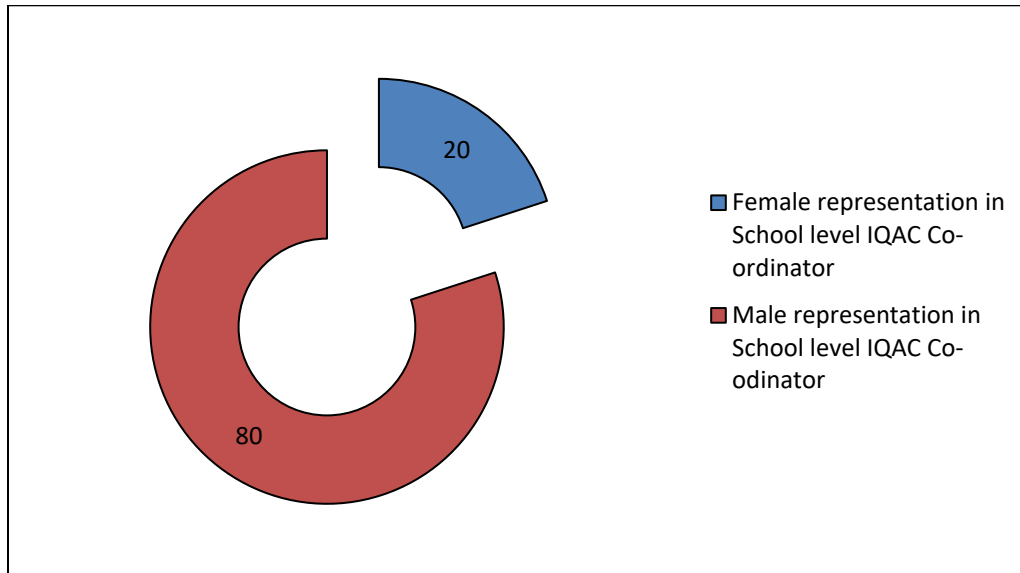There are School level IQAC Co-ordinators also. 20% women are representing in this category.

Fig.7. Women representation among 'School level IQAC Co-ordinators

iv)   The participation of the Women in Teaching Activities

In the university there are 3 'Teaching Positions' viz 'Assistant Professor at entry level, 'Associate Professor' and 'Professor'. 'Visiting Professors', 'Adjunct Faculty' positions are not considered here.
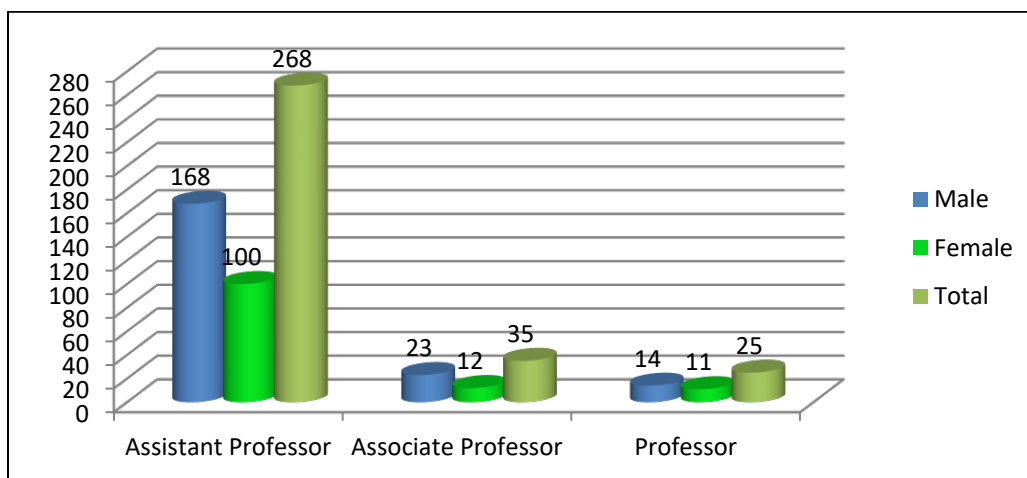

Fig.8. Women representation among three different Teaching Cadres

The graph represents the female, male representation among 3 different cadres of teaching, i.e. Assistant Professors, Associate Professors, Professors.   Representation of women among 'Professor' cadre, i.e. at the highest level is more as compared to Associate Professor.
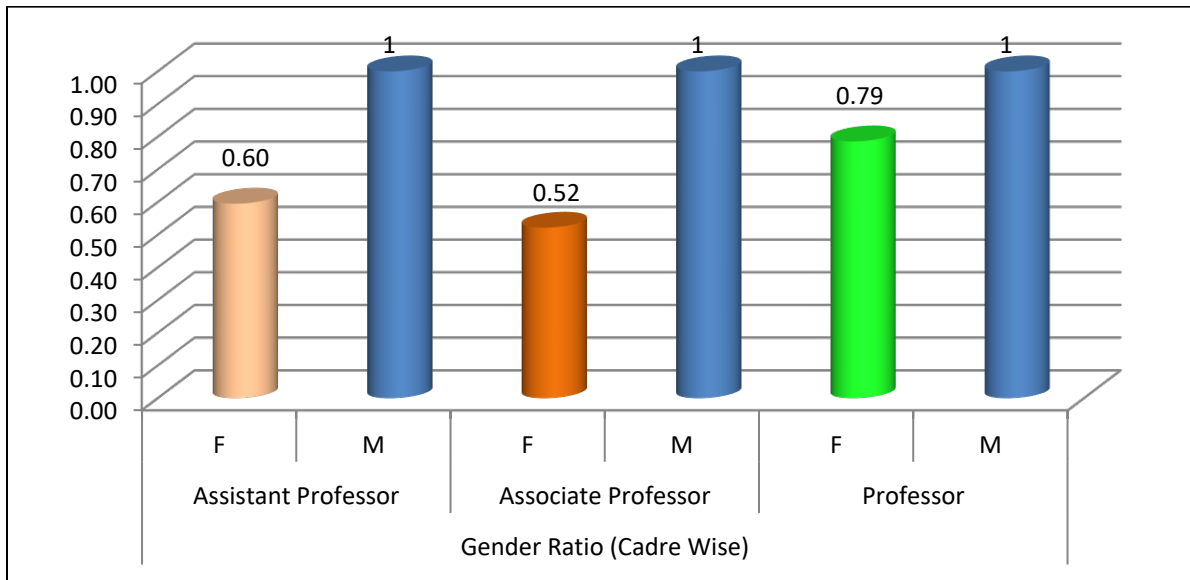

Fig.9. Gender Ratio among three different Teaching Cadres

Cadre wise gender ratio in teaching staff is varying from 0.52 to 0.79. Among the Professor cadre almost for one male there is one female professor while in 'Associate Professor' cadre for 2 males there is 1 female Associate Professor. While for 5 male Assistant Professors there are 3 female Assistant Professors.
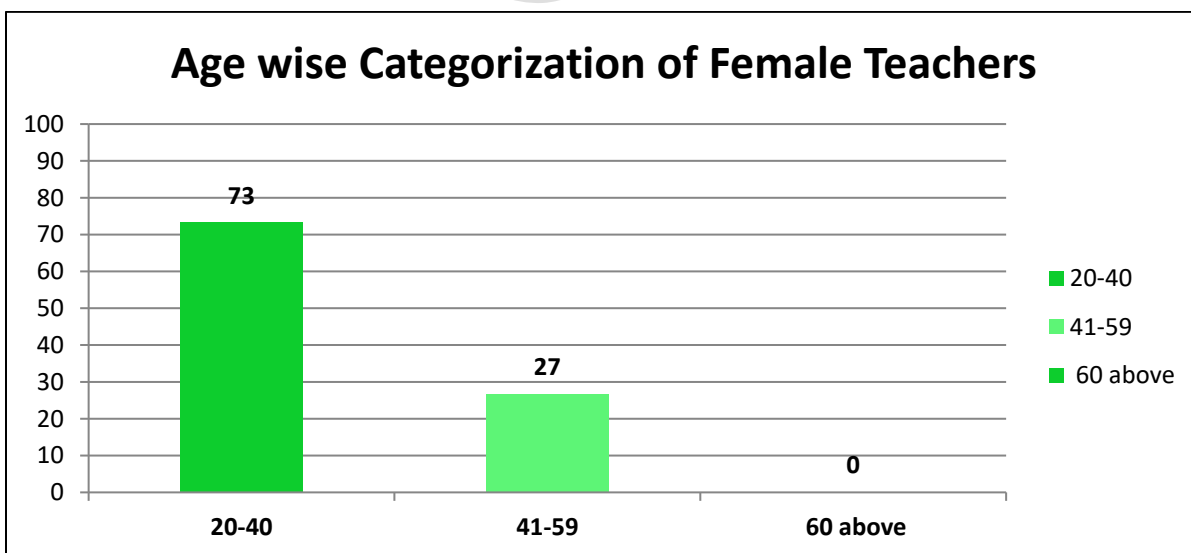

Fig.10. Age wise categorization of female teachers

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The graph shows that there is no female teacher above 60 years of age. Most of the female teachers, almost 73%, fall in the age group of 20-40. This indicates that the female teaching staff is quite young.

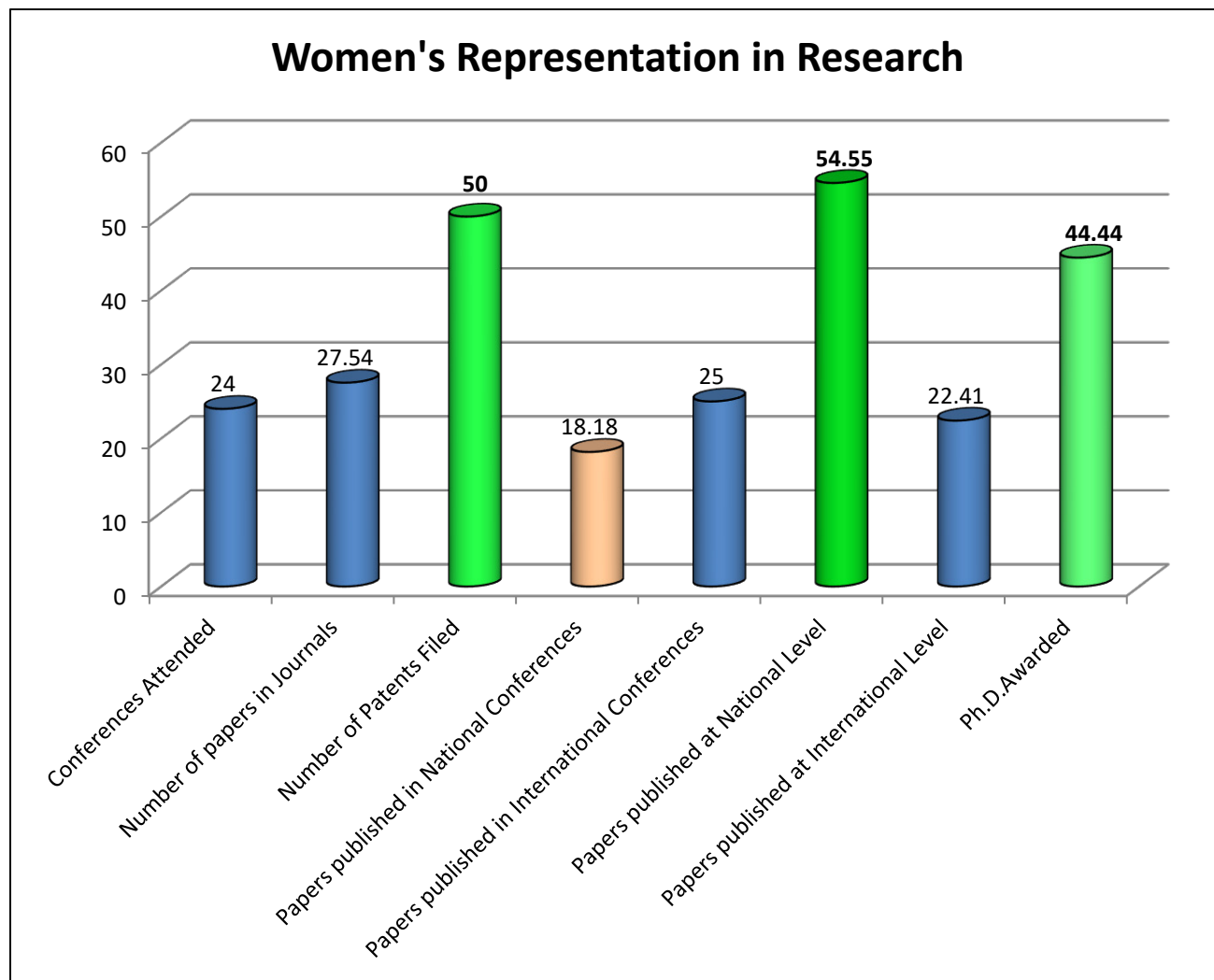v)   **The participation of the lady staff in Research Activities.**

Fig.11. Women's representation in Research

The women representation in 'Research Activities', particularly in 'patent filing' and 'research papers at national level' is more than 50%. The percentage of female teaching staff who are awarded Ph.D. degree is 44%.

There are 75 Ph.D. Supervisors on campus for various programs offered by the university. Of these 75 supervisors '32' are female supervisors.

vi)   To know the participation of the lady staff in administrative positions (non-teaching)
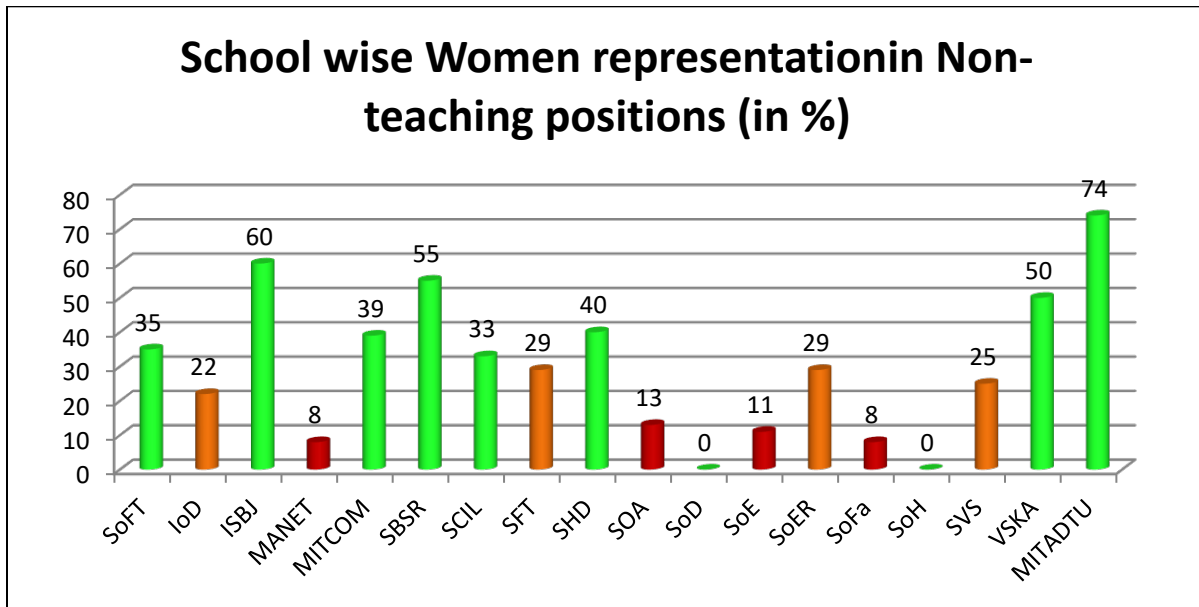

Fig.12. Women's representation in non-teaching positions

The school-wise representation of women in non-teaching positions is low in MANET, SoA, SoE. It is slightly on lower side in IoD, SFT, and SoER. Percentage of women representation is good or very good in all other remaining 8 schools. However there is no representation of women in SoD and SoH, it is because of the fact that these two schools are newly established schools, and there is no dedicated staff in non-teaching positions.
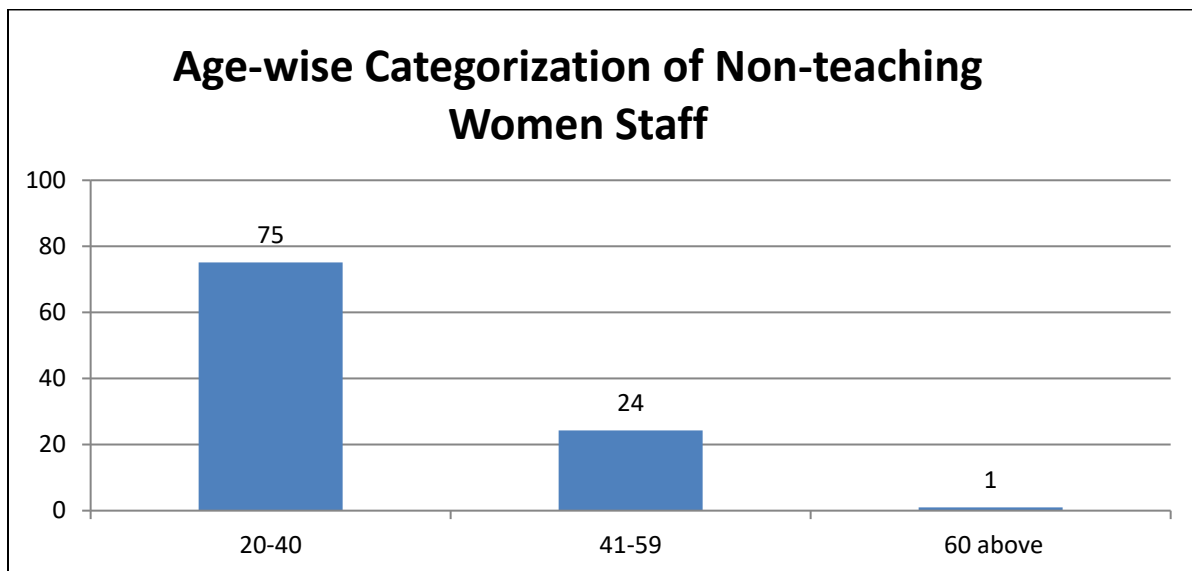

Fig.13. Age wise categorization of non-teaching women staff

Most of the women non-teaching staff (75%) falls in the age group of 20-40. Only 1% of the women non-teaching staff is above 60 yrs age.

vii)   Status of women participation in the entire university level

Representation of Women in Teaching, Non-Teaching & the Entire University is determined.

In teaching category there is 37% of women representation, in non-teaching staff it is **36.84%** and for the entire university the women representation is **26.31%.** 37.06%
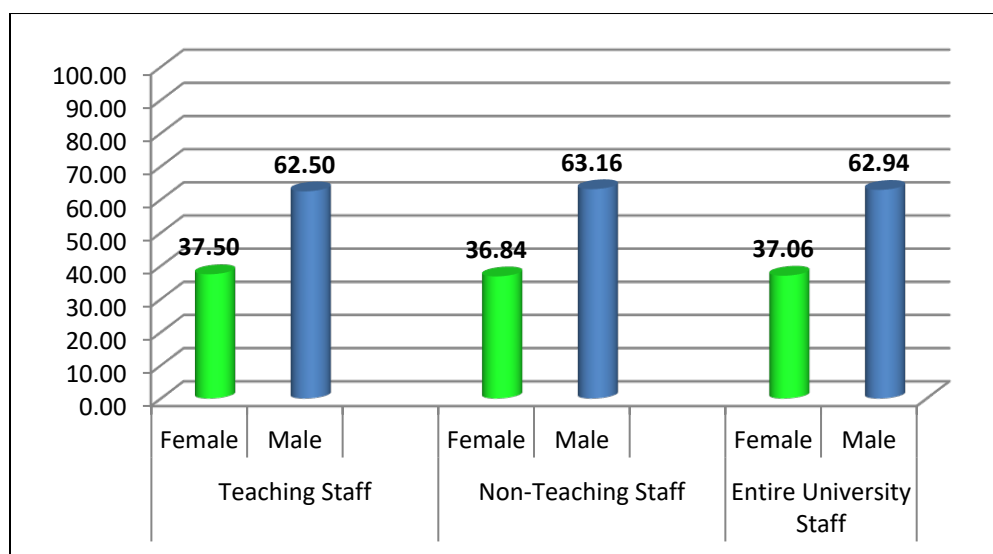

Fig.14. Women representation in(%) 'Teaching', 'Non-teaching' & 'Entire University Staff'
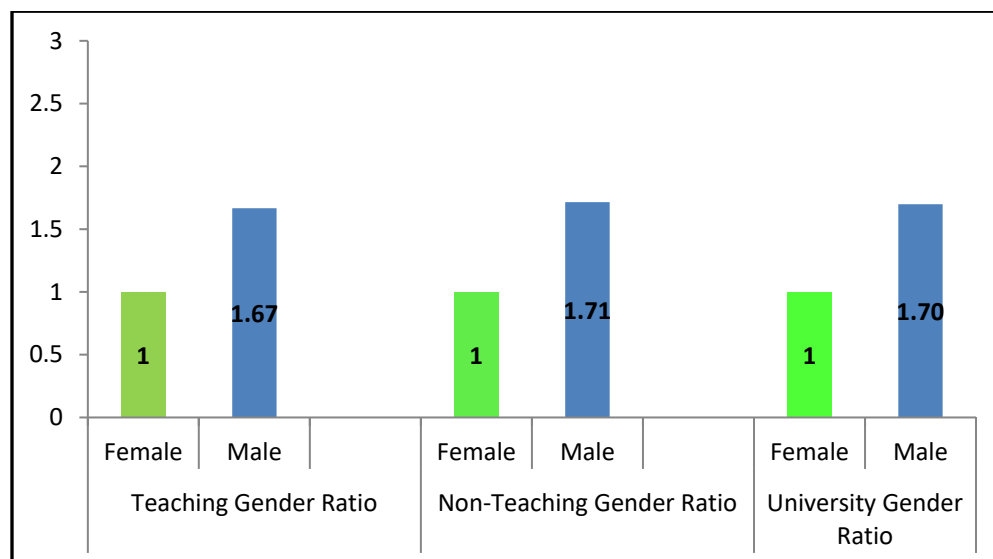

Fig.15. Gender Ratio among Teaching cadre, non-teaching cadre and for the entire university

Obviously, the gender ratio also follows the similar trend. Gender ratio for teaching staff, non-teaching staff and the entire uniersity is as per govt norms

> **viii)** **The status of measures initiated by the university for the promotion of Gender Equity like Safety and Security, Counselling, Common Rooms (infrastructure available for lady members, both staff (Teaching and Non-teaching) and students,), Day Care Centre, etc.**

University has 87 'Security Staff' of which 10 are female security staff. University has 82 'Security Points' at different critical locations spread across the entire campus. University has also deployed some 'Bouncers' to control the entry of unwanted elements particularly notorious boys who do not belong to the university.
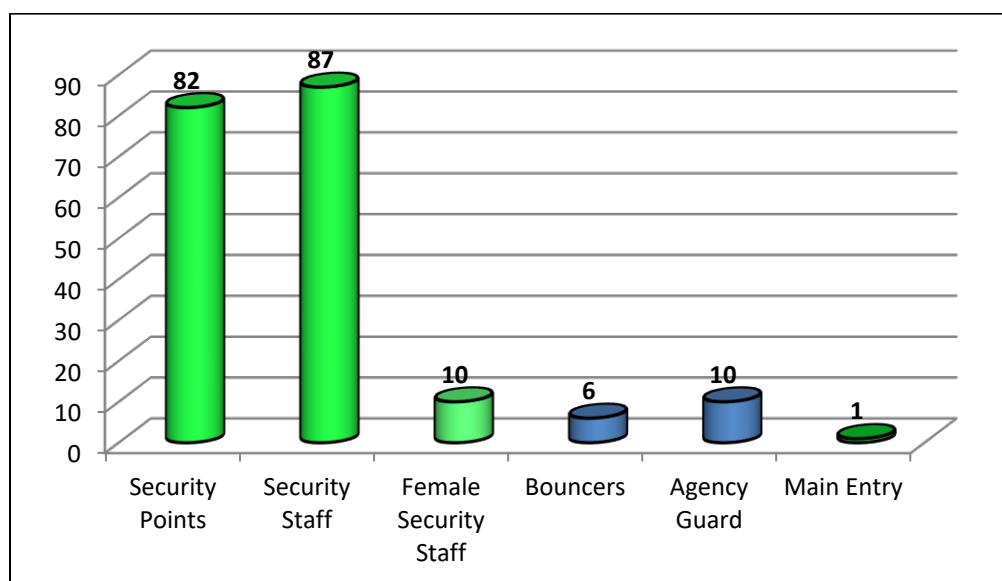
Fig.16. Status of Security in the university with reference to female security

University has provided various facilities for girls and women on campus. For girls there are dedicated Girls Hostels, on the campus as well just outside the campus in the Loni Kalbhor village with all the facilities like good cot, drinking water facilities, wi-fi connectivity, etc. Laundry facility is also made available to all students.

In addition to this 'Bakery' is also there on the campus. Students and even all other stakeholders can purchase various fresh items, prepared under the supervision of 'School of Food Technology', from this bakery at the rate lower than the market rate.
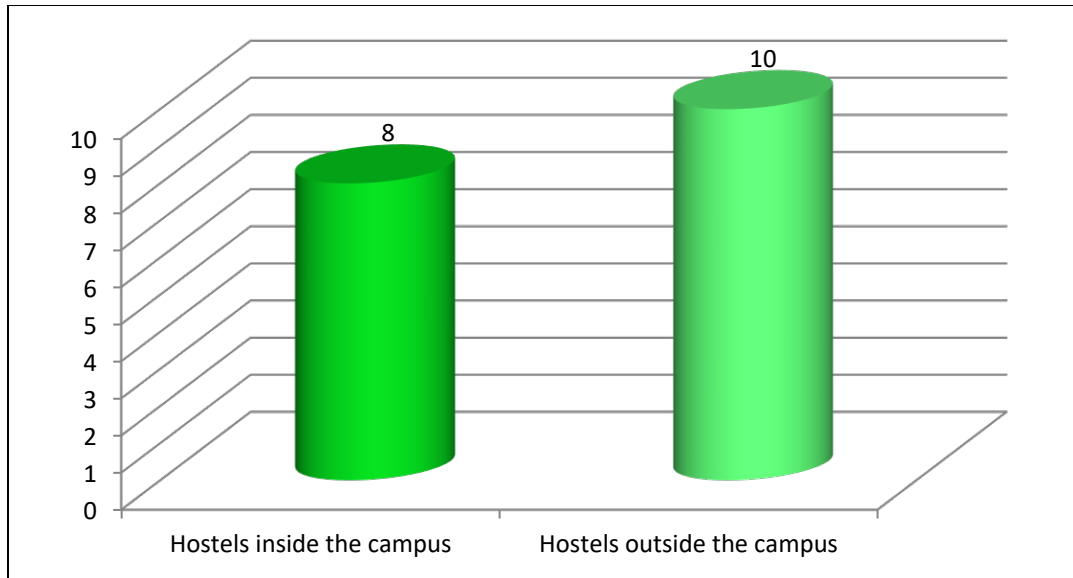
Fig.17. Status of Hostels in the university

There are in all 18 Hostels for students, of which 8 are located on campus while 10 are located outside the campus however outside hostels are located just on the other side of the highway just opposite to the university.
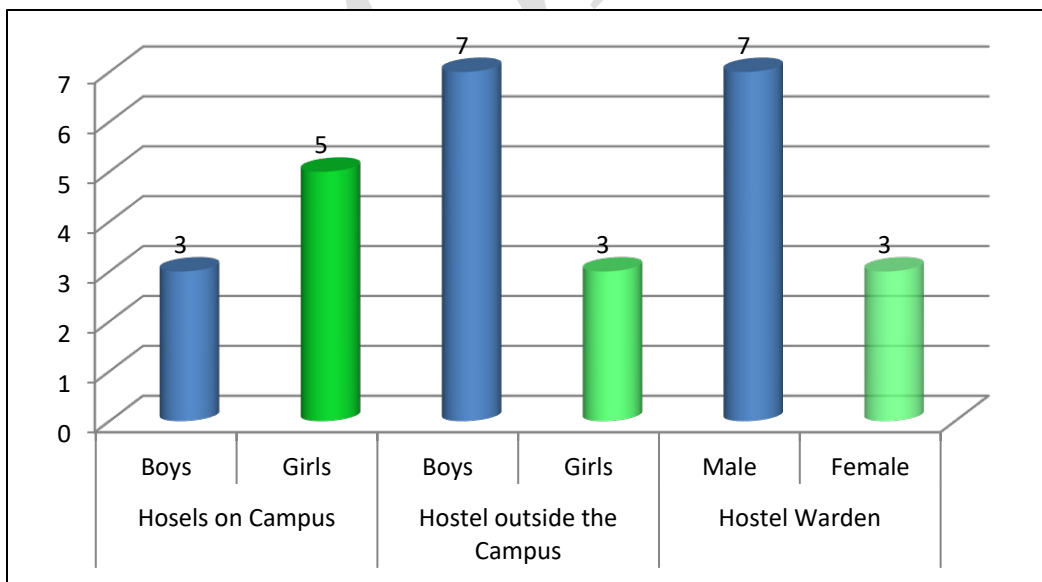

Fig.18. Status of Boys and Girls Hostels in the university campus and outside the university campus

There are 5 girls hostel located on campus and 3 outside the campus.
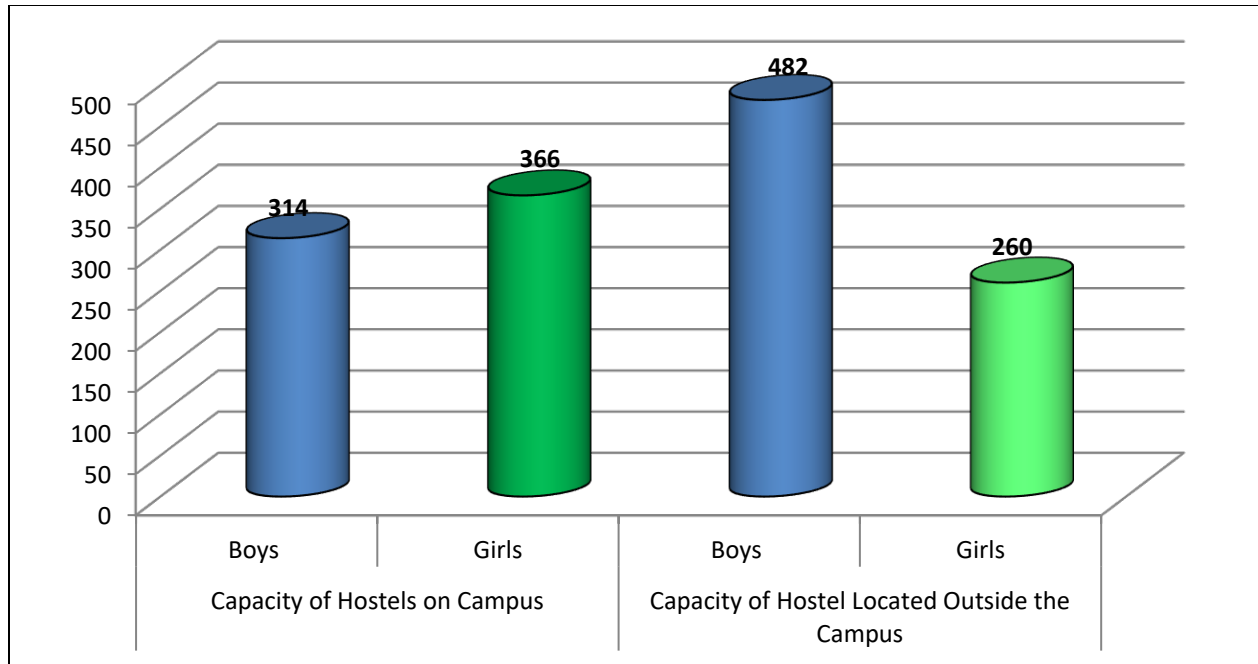
Fig.19. Capacity of boys and girls hostel

366 girl students stay on hostels located on campus and 266 girl students stay in the hostel which are located outside the campus. 632 girls stay in hostel while 796 boys stay in hostel.

University during its first administrative audit found out the status of common rooms for both lady staff (teaching and non-teaching) and girl students. The graph below depicts the facts.

Fig.20 . Status of 'common rooms' for staff (teaching and non-teaching)

the above graph represent % of women representation in teaching staff.

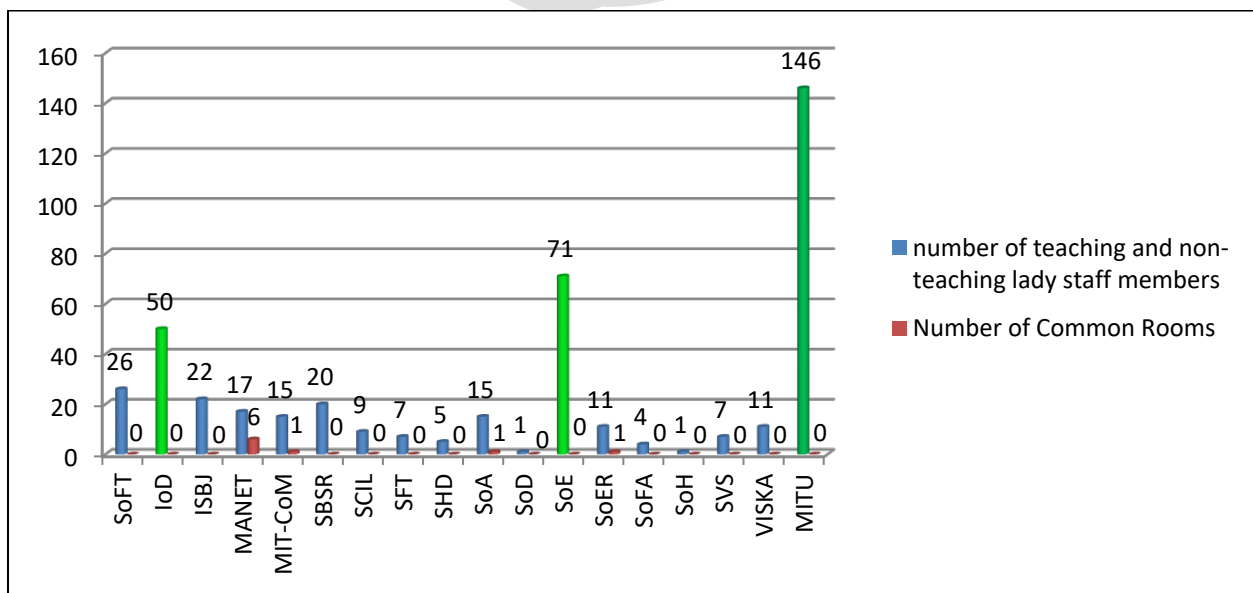Most of the buildings, both school and administrative buildings, do not have separate 'Ladies Common Room' as such.

Counsellors: Teachers in each school act as mentor so they are involved in counselling of the students, particularly, girl students. Head of the Institution is also involved in counselling if required. In addition to this university has one 'Dietician' who also counsels students, particularly girl students. Physical trainer, gym trainer are also available for girls physical training. University through Youga classes conducted by School of Holistic Development also takes care of Physical Health of students, particularly girl students.

ix)   **The participation of the girl students in various programs offered by the university**

Complete information of the student community of the university, their diversity in terms of, demographic location, and other aspects such as ***gender***, age, religion, caste, rural/ urban locale and such others is maintained by the university. For preparing this report the gender aspect is picked from this available data.

School wise Representation of Girl Students (in %)
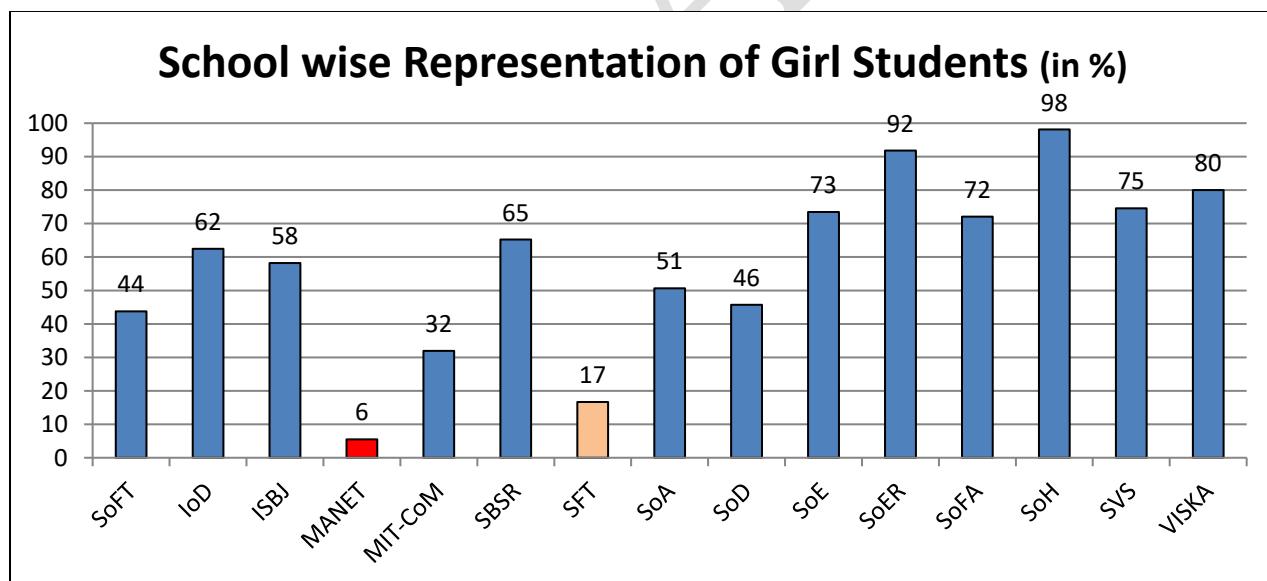
Fig.21 . School wise representation of girl students

The above graph shows school wise representation of girls. The girl's representation is quite low in MANET, it offers the program in 'Marine Engineering' hence the representation of the girls is on lower side. In School of Film and Television (SFT) the representation of girl students is also low. It is just 17%, however, the programme which is offered focuses on film making rather than

'acting'. That could be the reason that representation of girls is quite low. Otherwise in all other schools the representation of girls is well above the guidelines of govt.
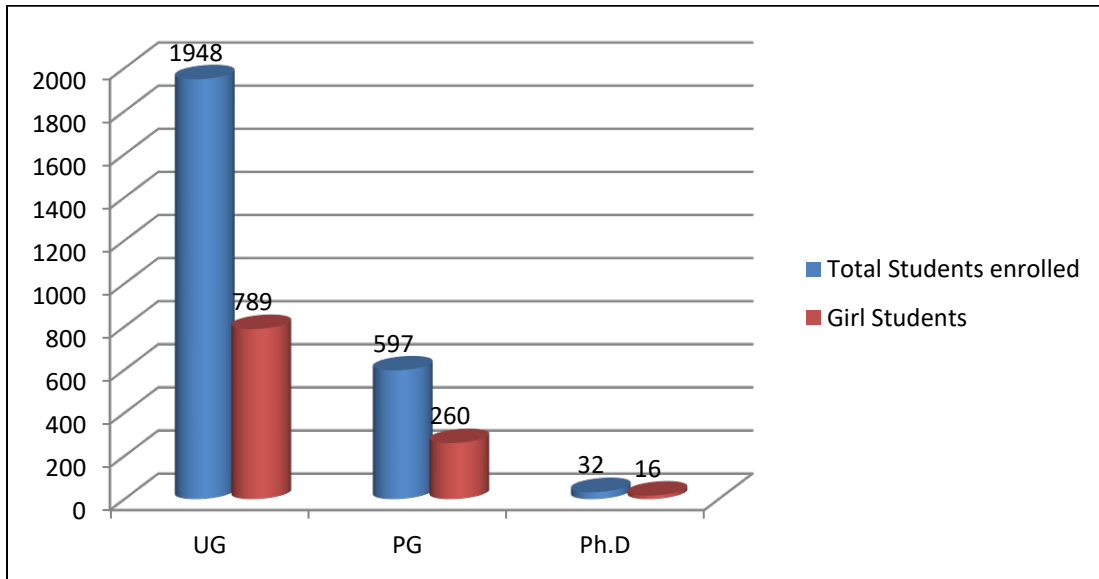

Fig.22 . Program wise representation of girl students

The graph shows the enrolment of girl students in 'Under Graduate' (UG), 'Post Graduate' (PG) and 'Doctor of Philosophy' (Ph.D.) programs.
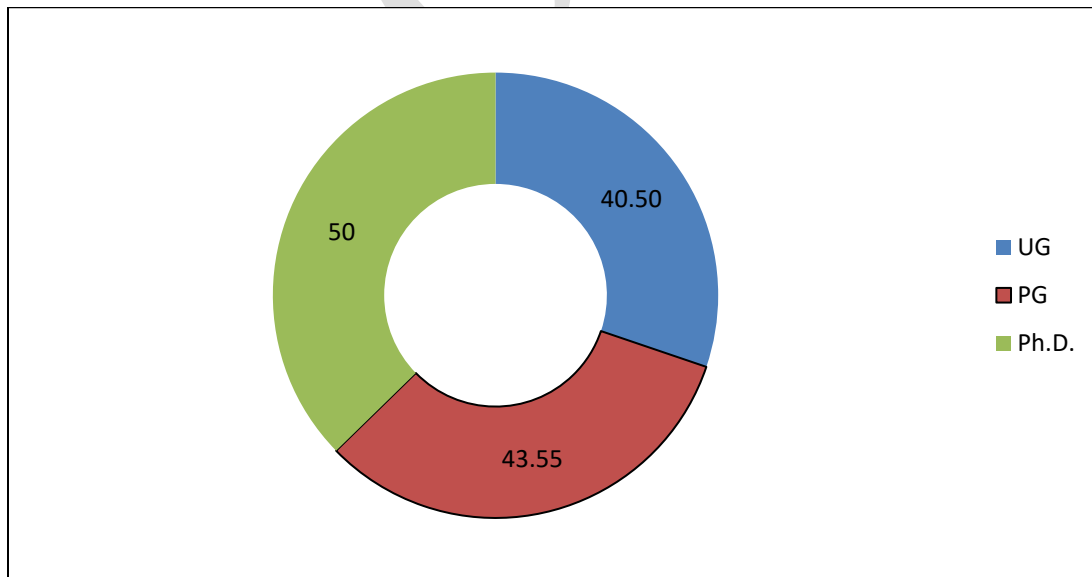

Fig.23 . Program wise representation of girl students in percentage

The graphs shows that representation of girls is maximum for 'Research Program' then it is for PG program and then for UG Program. It indicates that the representation of girls for Higher Education is more than the UG programs.

Fig.24 . 'ADT' (Art, Design and Technology), three discipline wise representation of girl students

Percentage wise more girls students are there is 'Design' discipline

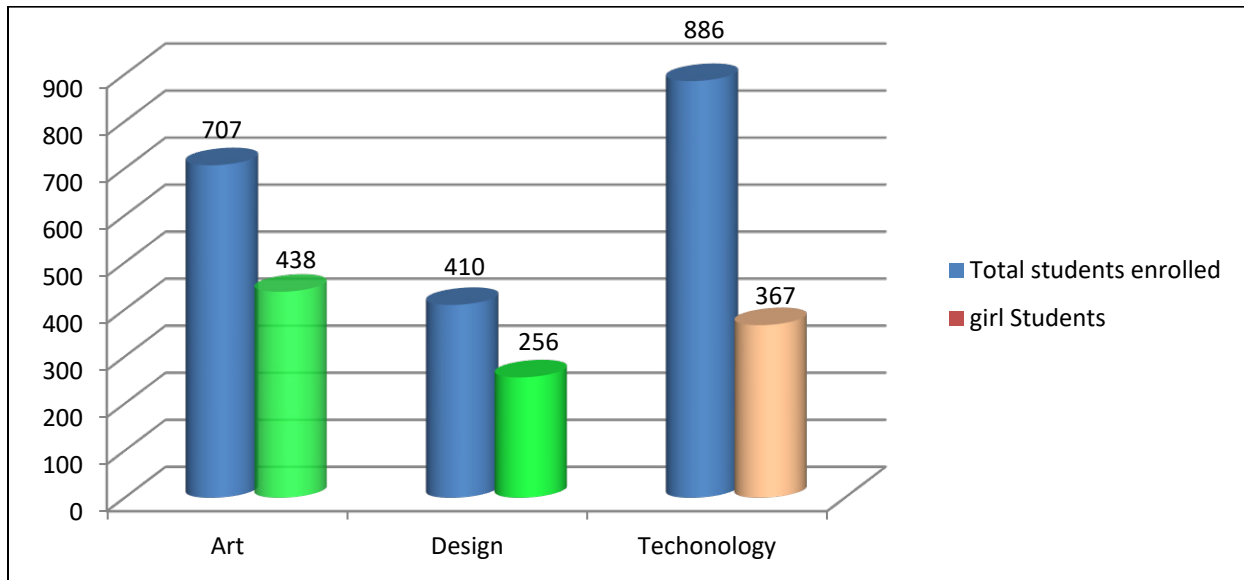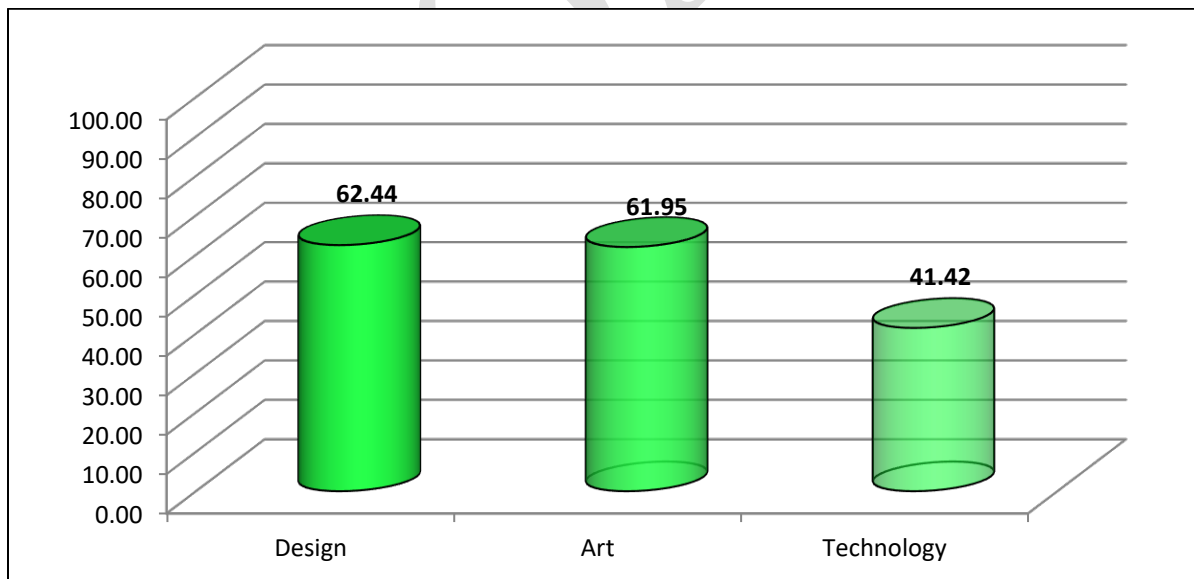*Fig.25 . 'ADT' (Art, Design and Technology), three discipline wise representation of girl students in percentage*

Girls representation in % in three different disciplines of the university. The representation of the girl students in the discipline is highest, which is followed by 'Art Discipline' and then

'Technology Discipline'. Though the representation of girl students in Technology is lowest, it is well above the norms suggested by the government.

Enrolment ratio of F/M for student enrolled is:
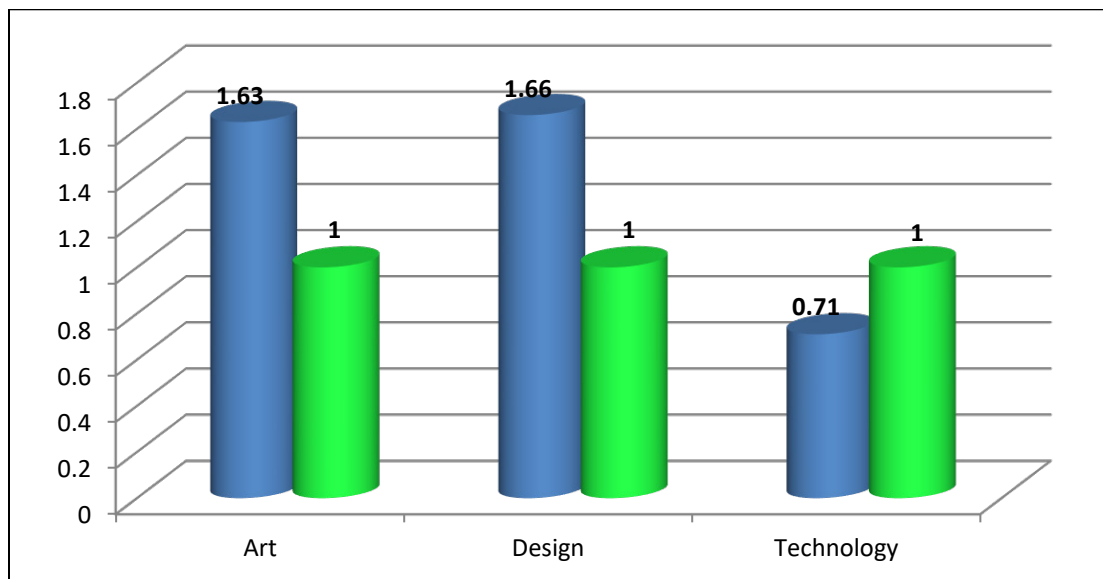
Fig.26 . 'Gender ratio' for 'Art', 'Design' and 'Technology'. Series 1 represents boys and Series 2 represents girls

Enrolment ratio of F/M for Art is "1.63", for Design it is "1.66" and for Technology it is "0.71". This means that in 'Art' for every 1 male student 8 girl students are admitted, while in Design for every 1 male student 9 girl students are admitted. While in Technology for every 6 male students 4 girl students are admitted. This suggests that trend of girl student taking admissions to 'Technology' is likely to be affected in future.

3. Discussion

i)   The Gender Balance in the university: The Gender Balance in the university is satisfactory which is just above 30%

ii)   The Gender Ratio among Teaching Staff, Non-Teaching Staff , University Officers and the entire staff of the University

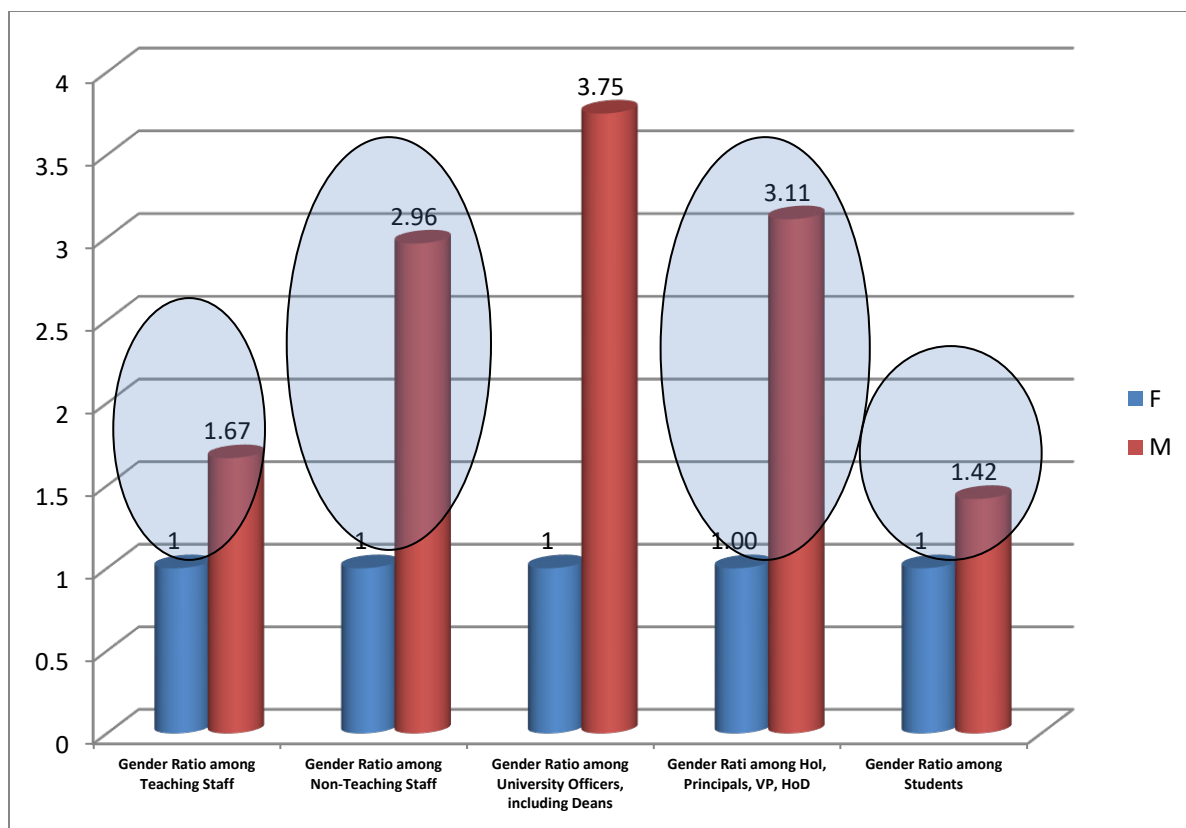*Fig.27 . 'Gender ratio' for 'Teaching Staff', 'Non-teaching staff', 'University Officers', 'HoI and 'Students'*

The gender ratio among students and teaching staff is excellent. The gender ratio among HoI, Principals, Vice-Principals and HoDand non-teaching staff is as per govt norms, while the gender ratio among university officers is little higher than govt. norms.

iii)   The participation of the lady staff in the Decision making process: The involvement of any staff in the decision making process is decided by the post he or she holds. The positions, in the university, which are generally involved in the decision making, are 'Head of the Department' (HoD), 'Head of the Institution' (HoI) / 'Director', 'Principal', 'Vice-Principal', 'Deans'.

All the above mentioned positions are the academic head positions of the individual schools. So the persons holding these key positions are responsible for taking decisions at school level. The decisions taken here, by the HoD, HoI, Principal, Deans, etc are forwarded to higher authorities i.e. University Officers for their approval.

The Vice-Chancellor is the final authority to approve the academic matters. The financial matter is referred to the Executive President of the MITADT University, Pune

In all there is good representation of the women in decision making process.
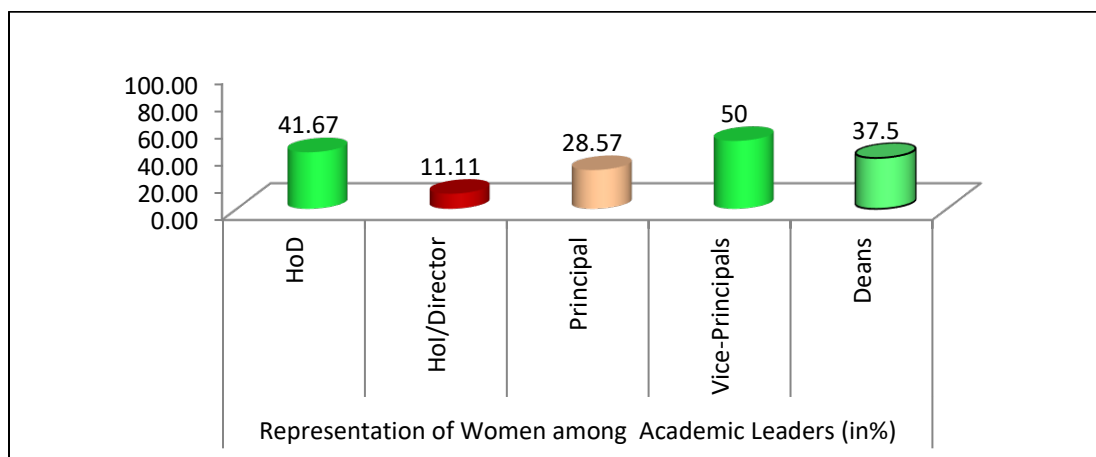
Fig.28 . Representation of women among Academic Leaders in percentage

The above graph indicates that except among HoI/Directors position the representation of women among 'Academic Leaders' at school level is quite as per govt. norms.

The University Officers are involved in taking the decisions at 'University Level'. The positions of 'University Officers' are 'Vice-Chancellor', 'Pro-Vice-Chancellor', 'Chief Accounts and Finance Officer' (CAFO), 'Directors', 'Controller of Examinations' (CoE), 'Registrar'. Most of these positions are 'Statutory Positions'.

Fig.29 . Representation of women among 'University Officers' in percentage

The women representation among 'University Officers' is just about 14%. However, the position of CAFO is a 'Statutory Position'.
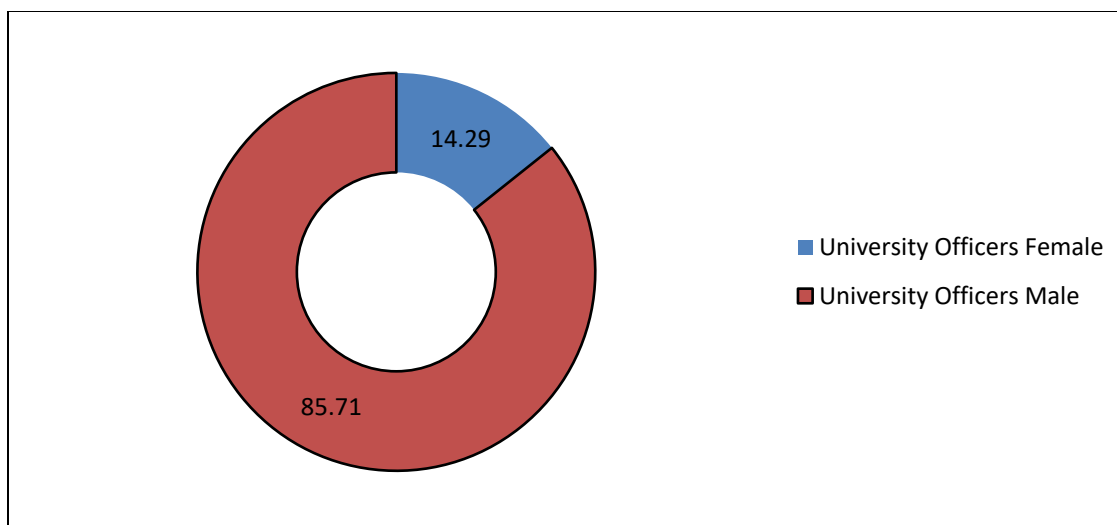
In addition to the above the 'University Bodies' (Statutory) are involved in taking the 'Policy Decisions' on various academic and administrative matters. These bodies are 'Academic Council' (AC), Board of Management (BoM), and Governing Body (GB)
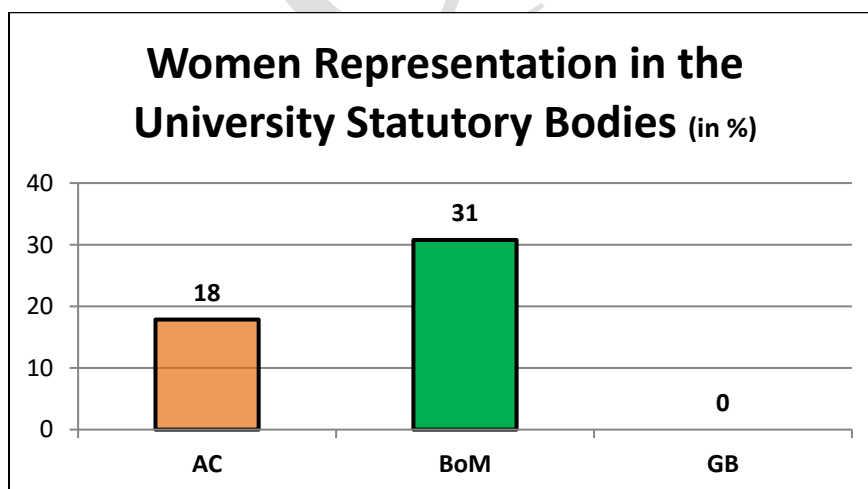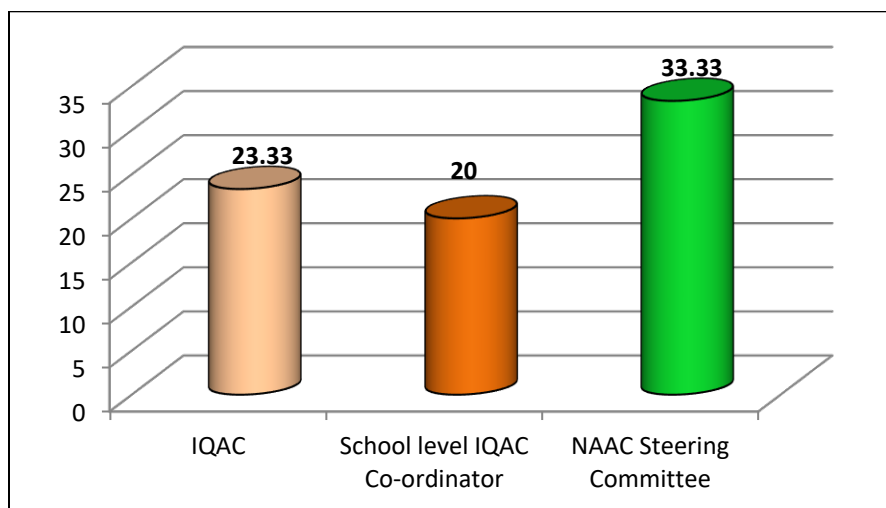

Fig.30 . Representation of women in the Statutory Bodies of the university

There are three main 'Statutory Bodies' in the university namely 'Academic Council' (AC), 'Board of Management' (BoM) and 'Governing Body' (GB). The above graph depicts the representation of women in the 3 statutory bodies. It represents that in BoM the representation of

women is as per govt. norms; in Academic Council it is just 18%, while there is no representation of women in 'Governing Body'.

Fig.31 . Representation of women in the Quality Assurance Committees

Women representation in 'IQAC' is 23.33%, in School level IQAC Co-ordinator it is 20% while in NAAC Steering Committee women representation is 33.33%.

iv)   The participation of the lady staff in teaching activities =
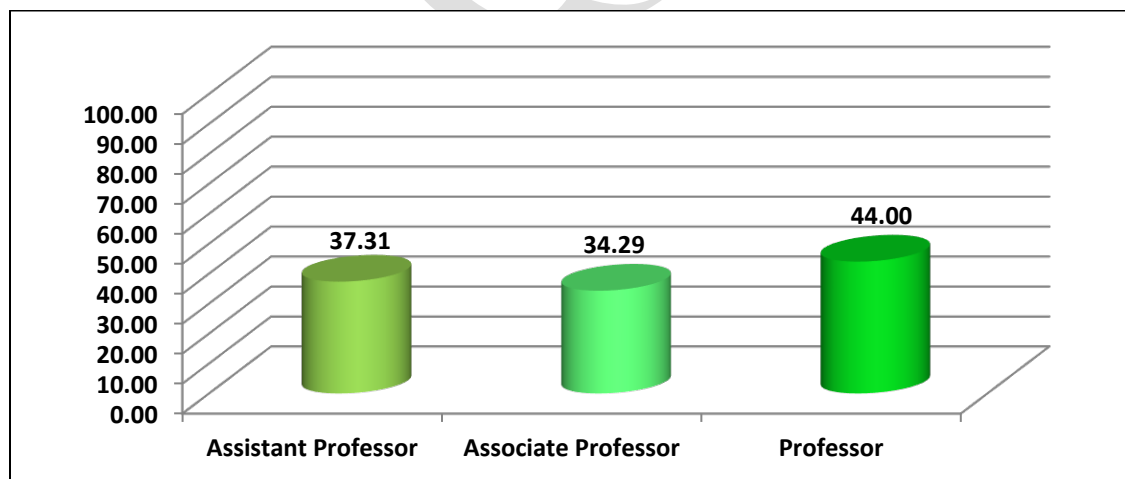
Fig.32 .Participation of women in as a teacher in percentage.

% of women representation in different cadres of Teaching Positions is shown in the above figure. In, all the three cadres of teaching positions the women representation is well above 30% as per govt. norms.
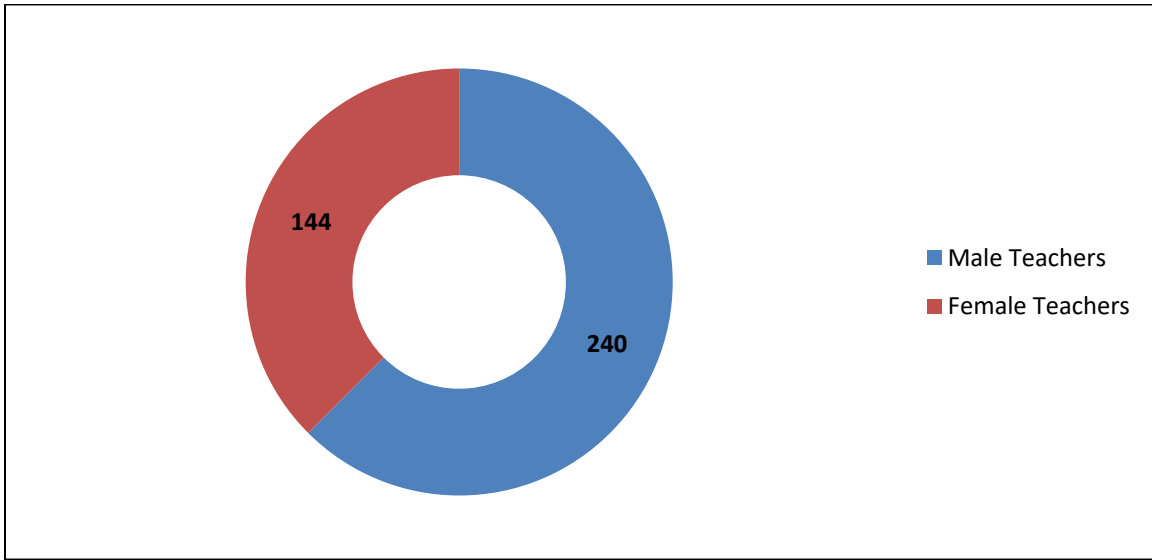
Fig.33 .Graphical representation of male and female teachers

Total Teaching Staff is 384, the % of female teachers is 50.41%. This is well above the normal suggested by the govt.

Age wise 73% of female teachers fall in the age group of 20-40. It indicates that the women teachers are quite young, thus dynamic teachers are available to teach the students

v)   The participation of the lady staff in research activities = The participation of the women in research activities is also as per the norms.
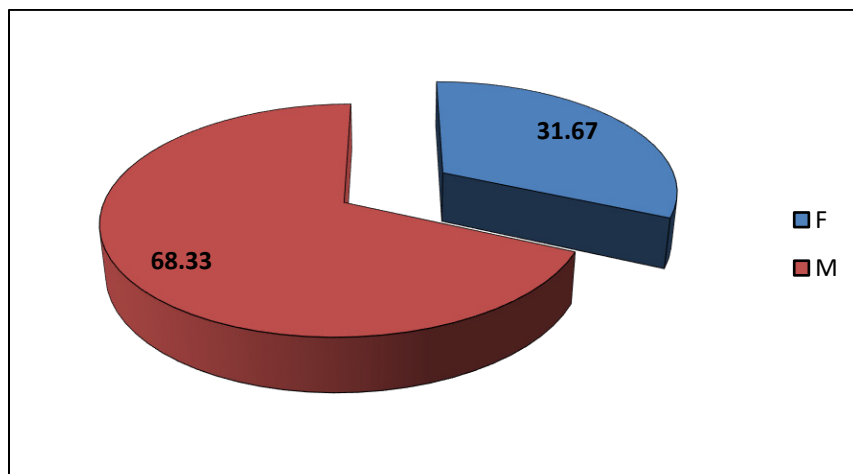
Fig.34 .Graphical representation of male and female teachers in percentage

The women participation in research activity is also above 30%. In fact in patent filing and research paper publication at national level it is more than 50%.

The women participation in Ph.D. supervising is quite impressive.
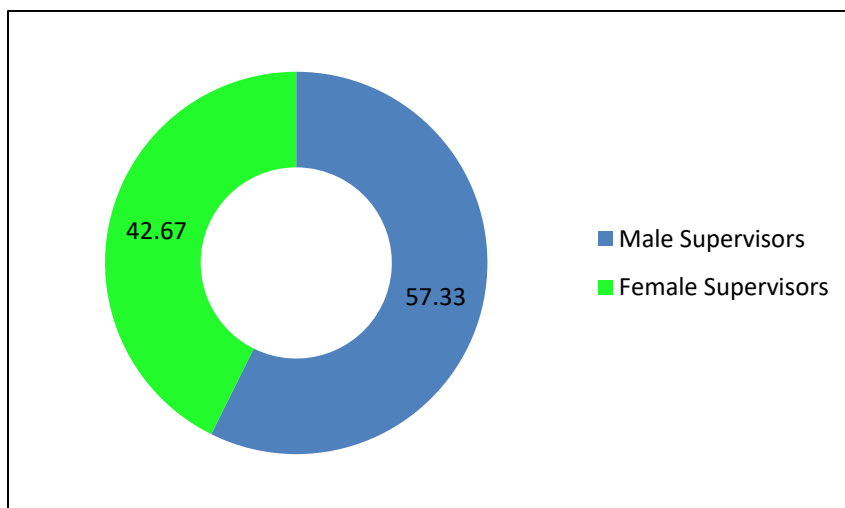
Fig.35 .Graphical representation of female in Ph.D. supervising

The women representation in Ph.D. guiding is 43%.

vi)   The participation of the lady staff in administrative positions (non-teaching)

There are several administrative positions right from Assistant Registrar, administrative officers to peon or assistant. Women are represented in almost all these positions
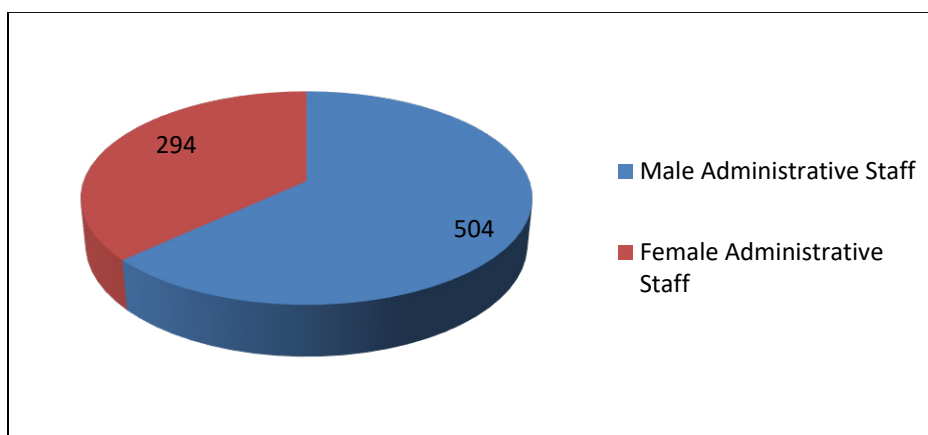
Fig.36 .Graphical representation of male and female administrative staff

The total number of women in non-teaching staff is 294. It is %**36.84%**

Age wise 75% of women are within the age group of 20-40. This suggests that the women non-teaching staff is quite young. This is quite a good sign because the young dynamic brigade can put lot of sincere efforts in uplifting the face of the university.

The average age of 'Teaching and Non-Teaching' Women staff is also determined.
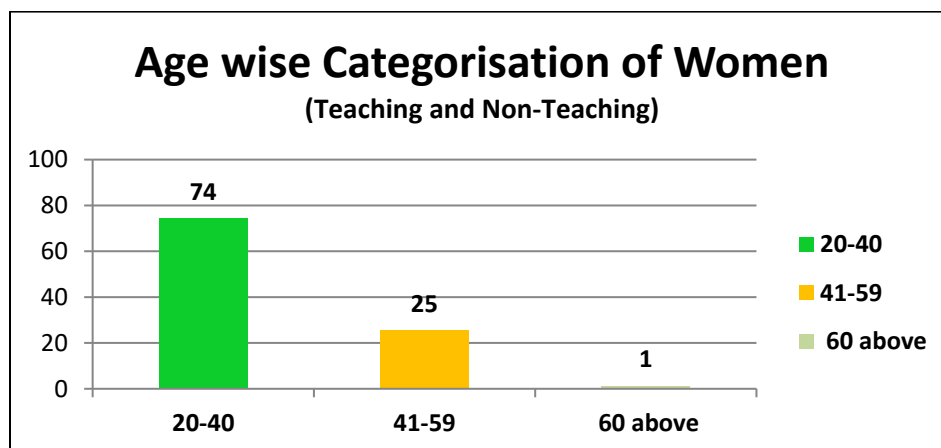
Fig.37 .Age wise representation of women (Teaching and Non-teaching)

The above graph indicates that most of the entire women staff (74%) is quite young.The average age of gents in the teaching category and non-teaching category is also determined.
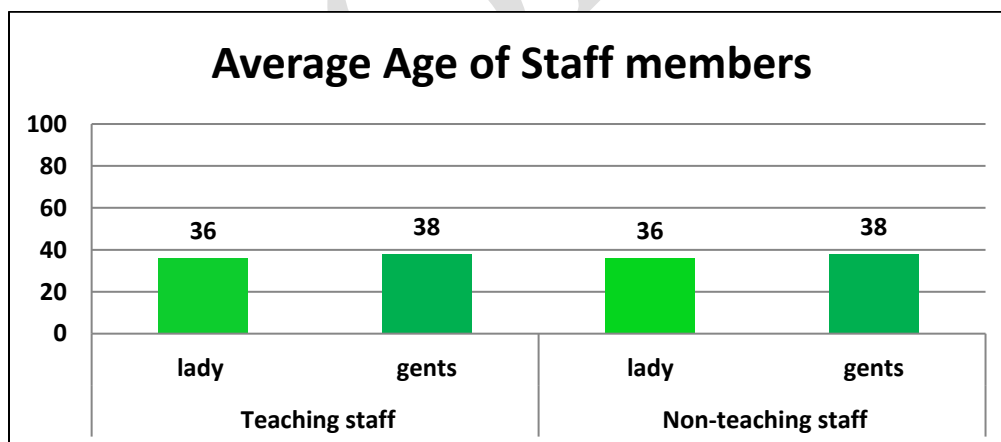
Fig.38 Comparison of age (in yrs) of male and female staff (teaching and non-teaching)

The above graph suggests that the average age of lady teaching and non-teaching staff is 36 yrs while the average age for gents teaching and non-teaching staff is 38 yrs. This clearly suggests that the university has 'Young Brigadier' available for its development

    vii)   Status of women participation in the entire university

It is observed that women representationin among 'Teaching Staff *(37.50%)*', 'Non-teaching Staff *(36.84%)*' and the 'Entire University Staff' *(37.06%)* is just about 37% which is higher than the govt norms.

Fig.39. Graph representing participation of women among teaching staff, non-teaching staff and the entire university (Teaching and non-teaching put together)

    viii)   The status of measures initiated by the university for the promotion of Gender Equity like Safety and Security, Counselling, Common Rooms (infrastructure available for lady members, both staff (Teaching and Non-teaching) and students,), Day Care Centre, etc.
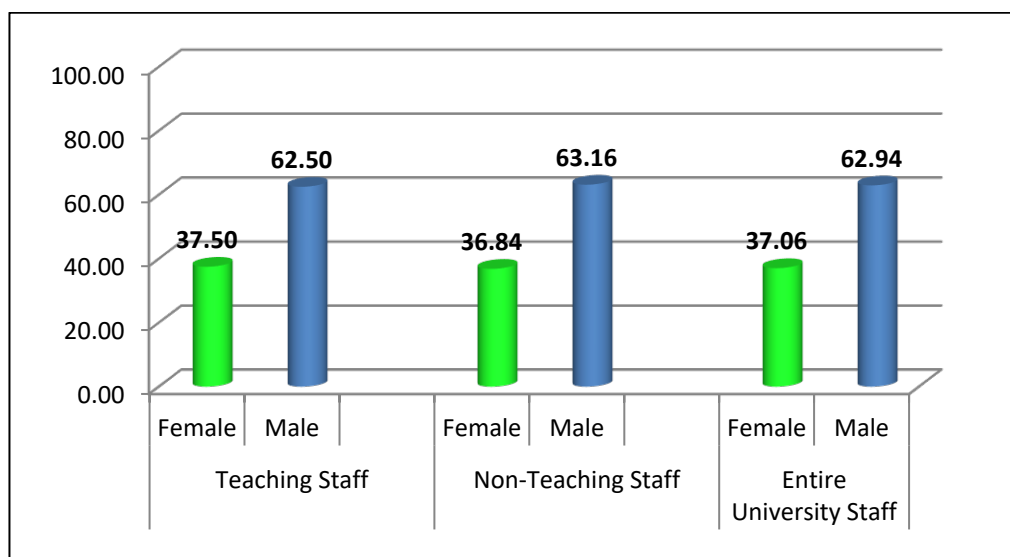
With regards to safety and security, university for its campus of 125 acres has compound wall and wire fence from all its side with only one main entry. The Security office is located right at the main entry point with 24 × 7 security. Lady security staff is also deployed. Security does not permit any person without its identity. The university sticker is used on all the vehicles to identify the university and students vehicles easily.

The representation of female security guard is 11.49%, this is just adequate for the women and girl population on the campus, which is about 37%.
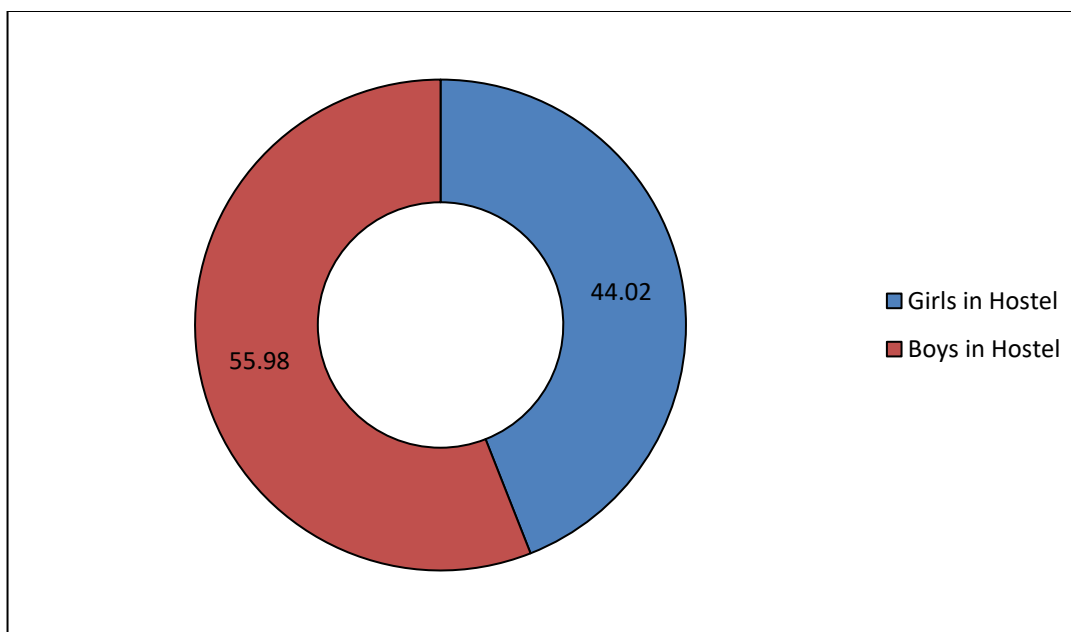
Fig.40. Representation of girls and boys in the hostel (in %)

44% of the girls, of the total hostilities, stay in hostel. The capacity of girls students on campus is more than the girls students located outside the campus, this is obviously done from the security and safety point of view.

The transportation facility (local conveyance) is made for both girl and boys students. The pick-up and drop arrangement for daily breakfast and dinner is also made for the students who stay on the hostels which are located outside the campus.

The basic essential 'Ladies Common Room' with all the essential amenities required to any lady member, both staff (teaching and non-teaching) and students on regular basis is not available in the university. The fact was brought to the notice of the university authorities as one of the outcome of the 'administrative audit'. There are dedicated 'Ladies Toilet/Wash Rooms' for the staff (teaching and non-teaching) and girls separately, in each wing of each and every building, including Auditorium.

Counselling of students, particularly girl students is done by 'teachers', 'physical trainers', 'yoga trainers' and 'dietician', specifically appointed for this purpose. University has also 'Internal Complaint Committee' (ICC), which is functional and deals with the cases, as and when it receives it. There are 6 members in ICC, of which 3 are female members (women representation in ICC is 50%)

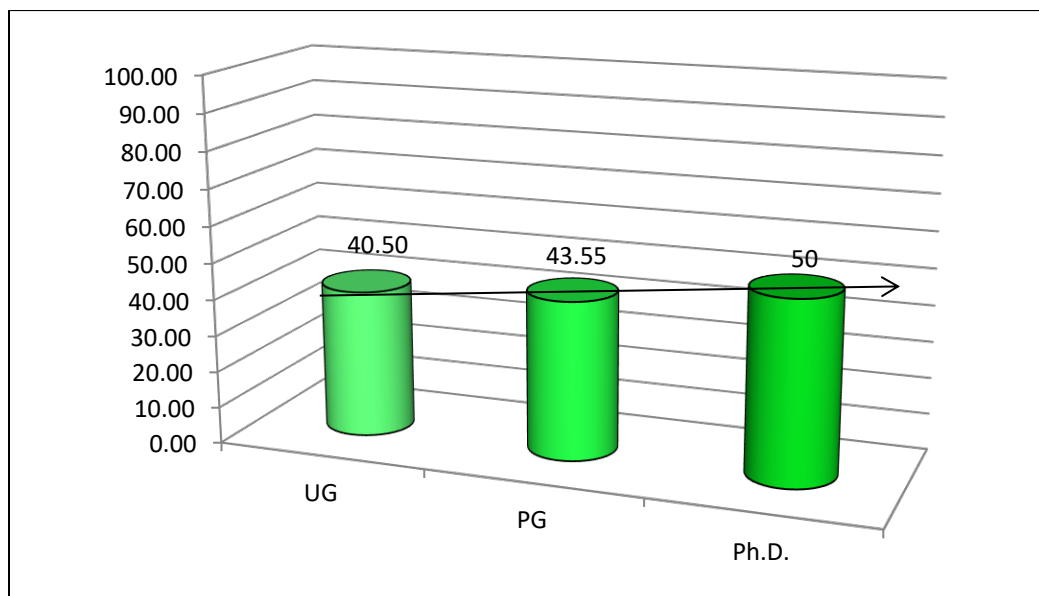ix)   Participation of Girl Students in various academic programs.

Fig.41. Representation of girls at UG, PG and Ph.D. level (in %)

Girls representation in various academic programs at UG, PG and Ph.D. level is quite high. Within that also there is more representation of girls for Research Program, then PG and then UG. It indicates that girls are showing more interest at higher level of education.

The number of students in 'IoD', 'SoE' and 'MITCOM' is large and still there is no 'Ladies Room'. In fact, except MANET, SoA and SoER, there is no 'Ladies Common Room' in any of the school. Ladies Common Room may be developed on priority basis with all essential amenities in them.

University has constituted the 'Internal Complaint Committee' (IIC) on its campus as per the guidelines of the UGC.

4. Conclusions

The women participation in Higher Education System in different disciplines is satisfactory, as it is above the govt. norms. The average age of women in the university is just 36, this indicates that 'young women staff' is available to the university. This suggests that the young women power can contribute significantly in the development of the Higher Education in the university.

The girl's enrolment is higher in the disciplines of 'Design' and 'Art' and in 'Technology' also it is well above the norms suggested by the govt.

The category-wise analysis may also be done.

The report makes the recommendation that (i) to strengthen the policy of admitting girl students to various courses, (ii) to offer girls scholarship to attract more girl students in Technology

The objective wise conclusions are as follows:

i) To know the Gender Balance in the university: The Gender Balance in the university is satisfactory which is just above 37%. As such there is no 'Gender Disparity'. The representation of women & girls in the university is well above 30% as mentioned in Women's Bill (2016)

ii) To know the Gender Ratio among Teaching Staff, Non-Teaching Staff , University Officers and the entire staff of the University: The gender ratio among teaching staff and students is excellent, while the gender ratio among university officers and non-teaching staff is little higher than govt. norms.

iii) To know the participation of the lady staff in the Decision making process: The participation of the lady staff in the decision making is higher than many other universities however, it is slightly lower than the govt. norms. In quality related committees like IQAC, NAAC Steering Committee the representation of women is about 23%.

iv) To know the participation of the lady staff in teaching activities: The participation of the women in teaching activities is 36.98%. This is well above the govt. normal. The teachers are young and may add to the dynamics of the university

v) To know the participation of the lady staff in research activities: The participation of the women in research activities is also as per the norms.

vi) To know the participation of the lady staff in administrative positions (non-teaching): women representation in administrative positions is as per norms. The women administrative staff is quite young and will add to the dynamics of the university

vii) To know the status of women participation in the entire university: women participation in the entire university is as per the govt norms.

viii) To know the status of measures initiated by the university for the promotion of Gender Equity like Safety and Security, Counselling, Common Rooms (infrastructure available for lady members, both staff (Teaching and Non-teaching) and students,), Day Care Centre, etc.: Safety and security for women

and girls on campus is adequate. Transportation facility is provided to all. Counselling is done at school level and by physical trainer, yoga trainer and dietician. University is developing common rooms for ladies both staff and students. ICC is also functional in the university.

ix) To know the participation of the girls in various programs offered by the university:Girls representation for higher level of Degrees is more, which improves GER of girls.

Representation of Women in Higher Education is the indicators of development. Representation of women in higher education ensures the holistic development. This includes equitable and increased access to 'Art', 'Design' and 'Technology' higher education and research with due attention to quality assurance.

It is an eminent and established reality that worldwide, women are underrepresented in science, engineering and technology (SET) subjects in university education. However, in MITADT University, Pune the reality is totally different. Representation of women and girls is quite significant.

Equal representation between boys and girls in 'Design' and 'Art' (above 60%) and particularly in engineering (above 40%) is vital as it would provide a greater and more varied capacity pool to the workforce of the industries and other organisations, where they work.

Inclusiveness in educational institutions also refers to the educational experiences practiced with reference to gender as one of the many factors. The good representation of women and girls in MITADT University Pune reflects the fact that it is taking care of the 'Inclusiveness' aspect also.

5. Recommendations

The recommendations are made with the intent of improving the system, not to run behind the matrix of NAAC.

(i) University should make efforts to integrate cross-cutting issues like 'gender' into the curriculum of at least some courses. So that there will be some courses which addresses the issues like 'Gender', it has Weightage of '5' in NAAC Criteria 1.3.1 (*QA has already suggested all HoI to include the gender issue in their curriculum, if possible*)

(ii)   Gender Equity Promotion Programs or awareness programs be arranged as an Extension Activity as women representation on campus is good. This point will take care of the 'Quantitative Matrix' (QnM) 3.6.3 of the Criteria 3 which has Weightage of '12'.

(iii)   Common rooms for both lady staff and girl students be provided on priority basis. This has a specific mention in the criteria 7, 7.1.1, which has Weightage of '5' in NAAC

(iv)   Day Care Centre may be established on campus. This has a specific mention in the criteria 7, 7.1.1, which has Weightage of '5' in NAAC

(v)   To find out the budget allocation for women as a next stage of this exercise

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MIT School of Engineering

Maharashtra Academy of
Naval Education & Training

MIT Institute of Design

MIT School of
Fine Art & Applied Art

MIT School of
Holistic Development

MIT International School of
Broadcasting & Journalism

School of Corporate
Innovation & Leadership
(MIT-SCIL), Pune

MIT School of
Drama, Pune

MIT Vishwashanti
Sangeet Kala Academy

MIT College of Food Technology

MITCOM
MIT College of Management

MIT School of Film & Television

MIT School of
Education & Research

MIT School of Bio-Engineering
Sciences & Research

School of Humanities
(MIT-SOH), Pune

AIC-MIT ADT Incubator
Forum, Pune

MIT School of Architecture

Maharshi Veda Vyas,
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