SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SADHU VASWANI INSTITUTE OF MANAGEMENT STUDIES FOR GIRLS

KOREGAON ROAD 6 PUNE MAHARASHTRA
411001
www.svims-pune.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2018

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sadhu Vaswani Mission – Our Parent Body

Sadhu Vaswani Mission is a charitable trust with global presence committed to spiritual upliftment and promotion of educational, medical care and humanitarian work. The Mission is named after Sadhu Vaswani, a great visionary, philosopher, educationist and advocate of Indian values. Sadhu Vaswani emphasized on value education and empowerment of women through the right kind of education. Today we have 16 educational institutions across India named after this great modern saint of India.

About the Institute

SVIMS, recognized by AICTE, affiliated to Savitribai Phule University is an ISO 2001:2015 certified B – School. Set up as a linguistic minority institution in 2010, SVIMS is committed to becoming a talent turf for industry with a generation of women leaders who would be imbued with the highest professional skills and personal ethics as they take their rightful place in contemporary workplaces.

We offer MBA program with specializations in Marketing, Finance and HR. A consistent record of placements of over 70%, including international placements, strong industry connect, excellent pedagogy and infrastructure and above all our lineage have helped us become the choice destination for aspiring students.

Among some of our milestones are setting up of a Ph.D Research Centre [2017] and foraying into Management Development Programmes and Consultancy. Although young, we operate as a seasoned institute and it is perhaps an endorsement that we were conferred with the 'College of Substance Award' by Natrajan Education Society in 2013.

Vision

Vision:

To be a premier Management Institute for creating effective and ethical corporate women leaders nurtured through the highest professional and personal values.

Mission

Mission:

Woman is a Symbol of Shakti. Our endeavour will therefore be

• To afford opportunities for the unfolding of the highest potential of our students.

• To offer education for empowerment of women students who wish to become entrepreneurs/corporate leaders

• To sensitise our students to their emotional, social and civic responsibilities

• To promote research in areas of critical need

• To invest meaningfully in our own human resources so that they may be able to reinvent themselves and become more student-centric

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength :

We perceive our core strengths as follows:

1. The prestige and brand value of being a Sadhu Vaswani Mission educational institution, emphasizing a) value based education, b) ethical practices and c) not-for-profit organization
2. A highly qualified, experienced, ethical and supportive Management, Governing Body and Director who share the vision of the Founder, backs our ethical values and best practices
3. Our emphasis on Character building education through Sanctuary – Art of Living classes. We believe the same lends us distinctiveness in the fraternity of B Schools.
4. Situated in a prime location, in the green, clean and quiet ambience of Koregaon Park, close to the heart of Pune Cantonment.
5. Safe environment
6. We have excellent and well maintained infrastructure facilities
7. We have harnessed hi-tech with the hi-touch learner centric pedagogies. We have LMS, LCS and smart classroom.
8. Well experienced and dedicated faculty complemented with strong industry – academia connect
9. We have been able to achieve an average placement rate of 70% year after year, since our first batch passed out in 2012.
10. Our Research Centre has recently been accredited by Pune University
    1. We have forayed into Management Training Programmes and Consultancy services thus augmenting resources.

Institutional Weakness

The following are areas of Weakness which we are strategizing to overcome:

1. The overall decline in the perceived value of the MBA programme, which may prove to be a passing phase and the consequent drop in admission numbers
2. Faculty members involved in Research, Management Development Programmes and consultancy is less
3. Start up and entrepreneurship activities have not been thrust areas

4. Developing career mindedness and overcoming stereotypical mindsets among our girl students
5. Participation of alumni in institutional activities is less than desirable
6. The trend of Faculty turnover
    1. The 'isolation' of being an all-girls Institution in a city which largely favours co-education at all levels.

Institutional Opportunity

Opportunities:

1. To emerge as a leader among B Schools and to promote our difference – ethics must complement effectiveness in leadership and management
2. To become a sought after destination for nurturing heart based leadership and helping industry fulfill their need for diversity in board rooms
3. To capitalize on being a constituent of the very well – known Sadhu Vaswani Mission and further our industry and academic linkages
4. Setting up an industry backed Centre for Development and Promotion of women leadership
5. Harnessing woman talent for start ups and entrepreneurship
    1. Introducing certain niche courses which will help prepare our turf for careers in emerging sectors

Institutional Challenge

Challenges Before us:

1. To establish a seed fund that will provide financial support for innovative joint activities with strategic partners.
2. To set up an International Linkages Cell that will collaborate closely with internal and external stakeholders to develop informed and innovative engagement strategies and programs.
3. To further Academic / research collaboration and attract research funding from corporates, UGC/AICTE/SPPU
4. Initiatives which promote industry engagement in priority sectors
5. Being an all women institution eliciting active participation of alumni in institutional growth and development is a challenge
6. Getting our girl students to accept challenging/international job offers is a daunting task
    1. Establishing ourselves as an eminent B School at a time when the environment for B Schools is not conducive or encouraging

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Criteria I

- The SPPU curriculum offers a semester – wise, choice based credit system with electives. In each semester students take up twelve courses covering management subjects, cross functional courses and skill development. Electives are offered in the second year.

While executing the Curriculum, we focus on

- Improving learning outcomes through suitable pedagogy mix
- Incorporating newer teaching – learning technologies
- Curriculum ++ in terms of certificate courses
- Academic flexibility
- Industry linkages to build on global competencies
- Feedback of stakeholders

- We adopt Bloom's taxonomy and outcome based approach to teaching – learning. We have added LMS, LCS and smart classroom for enhancing learning effectiveness.

- Certificate courses such as Advanced Excel and Digital Marketing are introduced to help increase knowledge and employability of students. These are offered at nominal fees through knowledge partners. Students are also advised to enroll for MOOCs and SWAYAM courses.

- Several courses offered incorporate issues on Gender, Environment and Sustainability, Human Values and Professional Ethics. These are complemented with institutional activities and seminars on such issues. We also conduct a unique course called Sanctuary to help promote human values and ethics and holistic development of students.

- Students enjoy flexibility to choose their pace of learning and select from a variety of cross functional courses, Generic Elective Courses, and courses within electives.
- Feedback is collected from students, teachers and select alumni and employers on courses, outcomes and pedagogy. The same is analysed to initiate corrective actions.

Teaching-learning and Evaluation

Criteria II

- The Institute follows a transparent, centralized admission process of the Directorate of Technical Education, Maharashtra. We are a linguistic minority institute but believe in Inclusiveness and ensure equity and access to students from different geographical areas and socio-economic backgrounds. About 21% of our students are from outside Maharashtra.

- The Institute recruits well experienced, diligent and sensitive teachers. All faculty members are trained in the use of LMS, LCS, smart classroom and use e resources in their sessions. Faculty development programmes are conducted to promote professional excellence.

- Our teaching – learning is outcome based and pedagogy is largely learner centric. All students undergo a two month summer internship, undertake research and present dissertations, and all efforts are made to make students industry ready. Slow learners and advanced learners are suitably mentored to achieve their potential.

- In our continuous internal evaluation we primarily test higher order cognitive abilities. Steps such as returning corrected assignments, putting up model answers, marks on notice board et al ensure transparency in examinations. An academic audit is undertaken to gauge adherence to timelines, assignment mix, frequency, variety etc and students' feedback is used to refine and reform systems.

- SPPU exam results and placements serve as main criteria for measuring student outcomes. The Institute averages 90% + on results and 70% on placements. Our student satisfaction scores are high – a testimony to quality teaching at the institute.

Research, Innovations and Extension

Criteria III

- The Institute has created good infrastructure and culture to facilitate and promote research. We have successfully launched our research journal 'DAWN', set up an IPR Cell (2013) and Research Centre (2017). Five of our faculty members have enrolled for Ph. D over time. The Institute relentlessly encourages faculty to attend conferences and seminars and publish research papers.

- Our linkages with industries, academic institutes and professional bodies have enriched teaching – learning experiences, generated placement opportunities including international placements, high quality international seminars, industrial visits and interface with CEOs and executives, Management Development Programmes, setting up of incubators and entrepreneurial activity among students. Industry has supported us through sponsorships and other resources. The Institution has MOUs with firms in Dubai and within India for collaboration, training and research and consultancy. We also have MOUs with educational institutions for faculty and student exchange and joint research projects.

- We action the philosophy: "Reverence is the root and service is the fruit of education." Environment Protection, river cleaning, Swachh Bharat Abhiyaan and Swacchta Pakwada; Animal Welfare and Campaign for Vegetarianism; Medicare covering Blood Donation drives, sponsoring free cataract surgeries for tribals, Breast Cancer Awareness et al. are done through Rotaract Club; Sadhu Vaswani Mission and Bridge Builders - Youth wing of the Sadhu Vaswani Mission. These and similar such endeavours help us in providing holistic education and developing our students into sensible, sensitive and responsible citizens.

Infrastructure and Learning Resources

Criteria IV

- Infrastructural facilities are well above prescribed norms of regulating bodies and help in smooth functioning of academic and administrative activities. All classrooms, IT lab and Seminar Hall have wi – fi facilities, LCD projectors and other teaching aids. We have LMS, LCS and a smart classroom to help develop e content.

- The institution has a well - equipped modern gymnasium, yoga centre and adequate parking space for use by staff and students. The Institute uses sports ground facilities of our sister institute – St. Mira's College for Girls and medical facilities available at Inlaks & Budhrani Hospital set up by our parent

body.

- We have 89 computers and a well -equipped IT lab housing a Language Lab. Licensed or open source softwares are used for all our IT facilities, administrative and academic tasks.

- Our Library has a rich collection of books and journals, data bases, e resources, shodhganga, institutional library memberships all of which help fulfill the academic resources needs of students and faculty. We use KOHA – open source software for library management and remote access to stakeholders. Library orientation programs, websites, organization of special events, remote access and repository services are some efforts we have initiated to attract greater usage of library resources.

We have dedicated staff, Annual Maintenance Contracts and well established systems and procedures for maintaining and utilizing physical, academic and support facilities.

Student Support and Progression

Criterion V

- Students are counselled for Government Scholarships and deserving students are granted Institute level scholarships.

- Our capability enhancement endeavours span guidance for competitive examinations for Banking and Chartered Accountancy, Career Counselling through MBTI sessions, interface with professionals and faculty who help them choose electives and therefore career options, language lab and a compulsory course on Softskills. The Institute provides personal counselling through teacher- mentors. We conduct a special Value Education Course-Sanctuary – Art of Living which helps to inculcate social responsibility and good citizenry amongst the student community.

- Training and placement cell provides pre-placement guidance to students and coordinates placement activities. Relevant vocational education is provided through Summer Internships, Lab Courses in electives and Certificate courses such as Advanced Excel, Digital Marketing, SAP etc. MBA being a professional course, almost all students progress on to employment /entrepreneurship rather than higher educational courses.

- Well defined and transparent mechanism exists for redressal of student grievances including sexual harassment and ragging cases. The Institute has no recorded cases of student grievances.

- We have an active Student Council which serves as an intermediary between the Director and the students and is also responsible for organizing extra curricular activities.
- Students are represented on bodies such as Anti-ragging, Sexual harassment, sanctuary and other committees. Student feedback is elicited on different aspects of institutional functioning.

- The Institute has a registered alumni association and alumni contribute in various ways to the overall institutional development.

Governance, Leadership and Management

Criteria -VI

- SVIMS is the culmination of our Visionary Founder, Sadhu Vaswani's dream of empowering women through education. He firmly believed that the woman soul shall lead us upward on. Leadership from the parent body to the Director are firmly aligned to the vision of creating ethical and effective women leaders through an education of the head and heart. Management practices at the institute reflect transparency, quest for excellence and distributed and participative decision- making. This is achieved by involving stakeholders in statutory and other governing bodies of the institute.

The institute has a well-defined perspective plan to action the vision and goals.

- Well defined processes exist for recruitment, training and performance appraisal. Staff is supported through welfare measures such as medical care and group insurance. Professional development is facilitated through Faculty Development Programmes, Training for MOODLE and LCS and participation in programmes by professional bodies like MCCIA, DCCIA, NIPM, SHRM, British Library and Jaykar Library of SPPU.

- Budgeting, statutory audits, internal audit committees and other financial procedures are in place to help optimal utilization of funds and compliance of norms. We avail of SPPU grants and conduct Management Development programmes to augment funds. Philanthropists and corporates have sponsored our events and funded infrastructure augmentation.

- The Institute is an ISO 9000:2015 certified Institution and has an active steering committee for quality improvements. Academic and administrative audits help us in moving towards excellence. We have set up IQAC in August 2017.

Institutional Values and Best Practices

Criteria VII

- Our distinctiveness lies in our focus on Character building education, which we hold as the basis for moral leadership. We conduct special 'Sanctuary' sessions every day to impart an education in ideals, values and ethics. Empowered with higher values of life, ideas of equality, fraternity, justice and secularism and life skills, we believe our students are better equipped to sift between the right and wrong and make a positive contribution to national and social development.

- We conduct seminars, workshops to decondition and ramp up women to assert their rights in society. At the Institute level, necessary measures are taken to ensure their physical safety. They are counselled on safety and personal issues and empowered to face issues in the corporate world.

- The Institute believes in inclusiveness and has provided for lifts, ramp and rest rooms for the physically challenged. Similarly different festivals are celebrated and so are Hero and Martyrs Days to instill a spirit of national pride.

- The institution is nestled in the hub of Pune and we use our physical access to hospitals, NGOs to undertake ISR activities and also draw students from nearby graduate colleges.

- Our environmental concerns have led to adoption of energy conservation [LED lights and solar panels], rain water harvesting, e-waste management and use of bio gas and sewage treatment plants.
- Institutionalising Sanctuary and Blood donation camps are among the 'more impactful and meaningful' best practices adopted in administrative and academic fields.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SADHU VASWANI INSTITUTE OF MANAGEMENT STUDIES FOR GIRLS
Address	KOREGAON ROAD 6 PUNE MAHARASHTRA
City	PUNE
State	Maharashtra
Pin	411001
Website	www.svims-pune.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Bhagwanti Hemandas Nanwani	020-26054491	9049003759	020-2605448 1	management.svims @gmail.com
IQAC / CIQA coordinator	Divya Yogesh Lakhani	020-26168868	9373599470	020-2605447 1	divyalakhani@svim s-pune.edu.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minroity institution	Yes
If Yes, Specify minority status	
Religious	
Linguistic	SINDHI
Any Other	

Establishment Details	
Date of establishment of the college	30-06-2010

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Maharashtra	Savitribai Phule Pune University	No File Found

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Instit ution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
AICTE	View Document	10-04-2017	12	

14-03-2024 06:57:19

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes
If yes, has the College applied for availing the autonomous status?	No

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	KOREGAON ROAD 6 PUNE MAHARASHTRA	Urban	2023.42	2713.31

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
PG	MBA,Management,	24	GRADUATION	English	60	60
Doctoral (Ph.D)	PhD or DPhil ,Management ,	24	POST GRADUATION	English	16	1

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				2				7			
Recruited	0	1	0	1	0	2	0	2	3	4	0	7
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				11
Recruited	6	5	0	11
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	1	1	0	2

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	0	0	0	0	0
	Female	120	21	0	0	141
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	1	0	0	0	1
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

14-03-2024 06:57:19

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	5	4	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	2	0	0	0
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	54	76	0	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	1	0	0
	Others	0	0	0	0
Total		61	81	0	0

Extended Profile

1 Program

1.1

Number of courses offered by the institution across all programs during the last five years

Response: 102

1.2

Number of self-financed Programs offered by college

Response: 2

1.3

Number of new programmes introduced in the college during the last five years

Response: 1

2 Students

2.1

Number of students year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
143	101	114	167	142

2.2

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

2016-17	2015-16	2014-15	2013-14	2012-13
16	16	16	16	16

2.3

Number of outgoing / final year students year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
56	40	77	81	55

2.4

Total number of outgoing / final year students

Response: 309

3 Teachers

3.1

Number of teachers year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
13	13	16	16	12

3.2

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

2016-17	2015-16	2014-15	2013-14	2012-13
13	13	16	16	12

3.3

Number of sanctioned posts year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
16	16	16	16	12

3.4

Total experience of full-time teachers

Response: 83

3.5

Number of teachers recognized as guides during the last five years

Response: 02

3.6

Number of full time teachers worked in the institution during the last 5 years

Response: 34

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 5

4.2

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
57.77	61.59	75.58	41.95	35.01

4.3

Number of computers

Response: 92

4.4

Unit cost of education including the salary component(INR in Lakhs)

Response: 1.0205

4.5

Unit cost of education excluding the salary component(INR in Lakhs)

Response: 0.404

14-03-2024 06:57:20

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The institution ensures effective curriculum delivery through a well planned and documented process

Response:

1. **Staff Meeting – Curriculum ++ and Organising Student Learning**

At the end of the academic year we deliberate on added curriculum needed to action our mission and vision and align students' knowledge and skills to emerging national and global trends and /or requirements of local industry and acquire employability skills. These courses are taken during 4 to 5 pm without altering the time table of the regular program. These courses are suggested by faculty / students /alumni and some industry experts.

Similarly certain courses of MBA programme may be substituted during the ensuing year to primarily accommodate feedback from students and offer them academic flexibility. Tasks are assigned to identify suitable knowledge partners for Curriculum ++ courses.

Organising Student Learning

A Subject Allocation & identifying Knowledge Partners

During the meeting, teachers are allotted different subjects as per their competencies and interests.

B. Faculty members submit following documents a month before the start of the semester:

a. Course Outcomes wherever applicable

b. Pedagogy Mix – Session Plan

c. Assignment Plan and Schedule

d. Schedule for Additional Courses, Seminars, Industrial Visits and Corporate Interface and draft MOUs for certificate Courses

C. Academic Calendar, Time Table and Assignment Schedule

The HOD prepares Time Table and Assignment Schedule for the semester and an academic calendar incorporating SPPU schedule and institute specific events.

The Assignments schedule is displayed on notice board within seven days of the start of the semester. Results of assignments are made available to students within 72 hours of assignments.

D. Monitoring

'In class assessments' and continuous internal exams are used by faculty to monitor and review the curriculum plan, teaching - learning and assessment strategies. In the process they identify advanced and slow learners and suitably modify pedagogical approaches to accommodate student profiles. Constructive feedback through mentoring sessions is provided by faculty.

E. Academic Audit

There is instructional supervision by HOD and Director. The curriculum is monitored and evaluated through syllabus tracker and an academic audit. The HOD regularly monitors implementation of curriculum plan by evaluating student performances in assignments, random student feedback, class visits and interactions with faculty and syllabus completion reports [self - declaration] submitted by faculty every fortnight. The course files are checked twice a semester by the HOD.

F. Feedback

A structured feedback is collected from students about courses and effectiveness of teaching at the end of every semester. Feedback is also collected from alumni and employers. The feedback is analysed to initiate corrective action wherever required.

Resources and Learning Culture

The institute ensures provision of adequate human, material and IT resources for effectively implementing the curriculum. The academic culture is positive and faculty is provided with opportunities for meaningful professional development.

1.1.2

Number of certificate/diploma program introduced during the last five years

Response: 13

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
5	2	2	2	2

File Description	Document
Details of the certificate/Diploma programs	[View Document](#)
Any additional information	[View Document](#)

1.1.3

Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 71.43

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3	2	1	2	2

File Description	Document
Details of participation of teachers in various bodies	[View Document](#)
Any 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 Programs offered during last five years

Response: 76.47

1.2.1.1 How many new courses are introduced within the last five years

Response: 78

File Description	Document
Details of the new courses introduced	[View Document](#)
Any additional information	[View Document](#)

1.2.2

Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 100

1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 2

File Description	Document
Name of the programs in which CBCS is implemented	[View Document](#)

1.2.3

Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years

Response: 17.91

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
63	15	8	23	14

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

Response:

I. SPPU courses that address Gender, Environment and Sustainability, Human Values and Professional Ethics

Issue	Subject	Description
Human Values and Professional Ethics	**Organizational Behavior (105)**	• Right Attitude • Relationship between Behavior and Attitude • Developing Emotional Intelligence at the Workplace • Significant Personality Traits suitable to the Workplace
	Business Communication Lab (108)	• Cross Cultural Dimensions of Business Communication • Ethical & Legal Issues in Business Communication • Professional dressing and Body Language
	Personality Development Lab (113)	• Multi-cultural Dressing • Rational-emotive Assertiveness • The ABCs of Etiquette • The Principles of Exceptional Work Behavior • The Role of Good Manners in Business • Multi-Cultural Etiquette: Cultural Insensitivity, Cultural Differences and their Effects on Business Etiquette
	Emotional Intelligence and Managerial Effectiveness Lab(207)	• Executive EQ • Emotions and Attitudes
	Life Skills Lab (210)	• Morality and Culture • Morality and Intergroup Attitudes • Emotional Stability • Moral Emotions

		- Morality and Intergroup attitudes - Difference between Empathy and Sympathy
	Human Rights Educationurity(192)	- Human Rights and Duties - Human rights of Vulnerable and Disadvantaged groups
Environment and Sustainability	**Strategic Management (301)**	- Sustainability & Strategic Management - Red ocean and Blue Ocean Strategy - Integrating Social & environmental sustainability - Threats to ustainability
	Startup and New Venture Management (303)	- Environment Protection Act - NOC from Pollution Board
	Managing for Sustainability(401)	- Environmental Sustainable Development - Business Case for Sustainable Development - Sustainability and Poverty - Sustainability reporting, Social and Environmental reports - Three dimensions of sustainable development - Understanding Ecological Footprint - Eco-tracking, Carbon Marketing, Carbon Credits, Economics of Sustainability - Designing for the Environment and "Greening' the Supply Chain - Human Relationship to Nature - Difference between Sustainable Development and Green Development - Study of Business Models

		for Sustainable Development: Indian & Global perspectives • Social Accountability Standard - ISO 26000: • Social Responsibility Guidance Standard • Global Compact Principles • Environmental Impact Assessment, Life Cycle Analysis • Social Impact Assessment
	HR Lab in CSR(410)	• Corporate Social and Environmental Responsibility in India
Gender	**HR Labour & Social Security Laws(305)**	• The Maternity Benefit Act 1961 (Latest Amendment)
	HR Strategic Human Resource Management (404)	• Managing Diversity • Compensation Management • Staffing for International Assignments
	Change Management (408)	• Managing Change from Gender perspective • Genderlect Styles • Male-female Communication as Cross-Cultural Diversity

II. We run a special course called **Sanctuary to help** students imbibe universal values and reverence for humanity.

III. Co- curricular and extra-curricular activities conducted on Cross-Cutting Issues:

Issue	Seminars on
Gender	• Half the Sky [women security issues], • Workshops/lectures on Prevention of Sexual Harassment at Workplaces • Counselling for anemia • Breast Cancer Awareness – Healing Harmonies • Women and Financial Literacy • Taekwondo training for self defense
Human Values and Professional Ethics	• NLP and Emotional Fitness • The Science of Willpower • Team Building and Leadership • Changing the Leopard's spots

	• Re discovering Happiness • Social Service Programs • Promotion of Animal Rights Movement and • Forgiveness Day Campaigns [Moment of Calm]
Environment and Sustainability	• Making of Bio Degradable toiletries and ecofriendly bags from newspapers • River bed cleaning programs for Mula Mutha River celebrating Diwali, Holi and Ganpati festivals in eco - friendly ways • Water Conservation • Plastic free days

File Description	Document
Any Additional Information	[View Document](#)

1.3.2

Number of value added courses imparting transferable and life skills offered during the last five years

Response: 8

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 08

File Description	Document
Details of the value-added courses imparting transferable and life skills	[View Document](#)
Brochure or any other document relating to value added courses.	[View Document](#)

1.3.3

Percentage of students undertaking field projects / internships

Response: 97.9

1.3.3.1 Number of students undertaking field projects or internships

Response: 140

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

1.4 Feedback System

1.4.1

Structured feedback received from

1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise

Response: A.Any 4 of the above

File Description	Document	
URL for stakeholder feedback report	[View Document](#)	

1.4.2

Feedback processes of the institution may be classified as follows:

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document	
URL for feedback report	[View Document](#)	

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Average percentage of students from other States and Countries during the last five years

Response: 21.23

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
33	27	23	31	25

File Description	Document
List of students (other states and countries)	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.1.2

Average Enrollment percentage

(Average of last five years)

Response: 58.83

2.1.2.1 Number of students admitted year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
87	60	39	85	82

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
120	120	120	120	120

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.1.3

Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 100

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
16	14	09	13	10

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.2 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

The Institute is sensitive to the fact that students have different learning abilities and makes an all - out effort to be inclusive in its teaching- learning processes. Efforts are made to raise the learning levels of both slow and advanced learners. The following mechanism is used for identifying advanced and slow learners:

1. Graduation and CET marks

2. In class assessment by faculty

3. Continuous Internal Assessment

4. Strengths and Weakness Analysis

1. Graduation and CET:

We categorize students on the basis of Graduation marks and CET scores.

Excellent students are categorized as Advanced Learners while Below Average students are categorized as Slow Learners.

2. In-class assessment

A. The first two days of a semester in Part I, are spent by the faculty to discuss the syllabus in general. They hold question - answer sessions to assess level of learning, participation, communication and analytical skills.This assessment is correlated with graduation marks and CET scores to draw a general list of slow and advanced learners.

B. Faculty also use different Instant Feedback – Assessment Techniques to help classify students into slow and advanced learners.

3. Continuous Internal Assessment

Teachers identify students as slow and advanced learners on the basis of marks scored by students in summative tests.

4. Strengths and weakness Analysis

Students are asked to write about their dream jobs along with their strengths and weaknesses in context of the job. Faculty analyse these to counsel and groom students for developing certain skillsets.

Initiatives for Slow Learners:

Remedial Teaching:

Remedial lectures are arranged by the respective faculty where individual attention is given to promote learning and understanding.

- Faculty slows down the pace of teaching and content coverage is reduced so that there is recapitulation and repetition for the learners. Similarly efforts are made to establish relationships and associations to explain higher/abstract concepts

- Simple questions are made available for practice purposes
- Memory tips, Reading Techniques for using reference books are given
- Faculties also use videos, pictorial representations, diagrams, examples, wherever needed with bilingual explanations and discussions.
- For the purpose of assignments and project work slow learners are paired with advanced learners.

Initiatives for Advanced Learners:

- Challenging assignments, complex caselets and advanced numericals are provided to enhance their cognitive skills.
- Support and guidelines are provided to them to take up industry oriented innovative projects.
- They are motivated for interaction with eminent speakers from Industry and Academia.
- Cluster group teaching methodology is used by the faculty wherein a topic of interest is assigned and students are advised to make a group presentation. This addresses their achievement needs.To improve their managerial skills they are also given the task of organizing various activities like fests, conferences and seminars.
- They are encouraged to take up certificate courses to enhance their skill sets.

2.2.2

Student - Full time teacher ratio

Response: 11

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.2.3

Percentage of differently abled students (Divyangjan) on rolls

Response: 0.7

2.2.3.1 Number of differently abled students on rolls

Response: 1

File Description	Document
List of students(differently abled)	[View Document](#)
Institutional data in prescribed format	[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 experiences

Response:

The institute believes in promoting higher student engagement by adopting student centric learning approaches. Our teaching processes reflect three principles:

- Assign activities through which learning is retained for a longer duration.
- Assign team oriented activities to foster a culture of participation and collaboration.
- Adopt Interactive and Experiential Teaching Learning Techniques to help students develop application oriented thinking and problem solving abilities.

A. Participative Learning:

- Purposeful questioning / Trigger questions are raised to initiate discussion and brainstorming. This is complemented with Transect walk and observations.
- Cases are discussed in the class. Students analyze and provide solutions to these in a collaborative way.
- Field work and Research based projects on contemporary topics are given; students give group reports and presentations.
- Business crosswords, role plays, management games, and quizzes, are conducted.
- Paired- thinking?Sharing activity is used to help students discuss points of agreement and disagreement.
- Advanced learners are paired with slow learners and are requested to teach slow learners to promote a collaborative culture of teaching and learning.
- Students are assigned the task of exploring popular films and video clips on some topics included under course content and are asked to present excerpts from such movies/u tubes on
- Executives from the corporate world are invited to speak on well-chosen topics followed by discussion or Q & A
- Students are given assignments that connect course to current events and are called upon to make class presentations.

B. Experiential Learning

- Field projects are assigned to help students apply classroom theory to the 'real world'.
- Incubation opportunities and job related certificate courses with simulations have been made available to learn specified subject related corporate processes
- A minimum of two educational/industrial visits are organized every year to help students connect theory to real life.
- In their Excel Lab students learn about representation of pie charts, graphs, bar diagrams which they apply later for data analysis and interpretation in their summer internship projects.
- Students are required to undertake summer internship projects and winter projects to develop hands on experience of the corporate life. Working in organisations, helps them develop people

- management skills, communication skills, self-awareness, problem solving, team skills, financial skills, digital literacy, selling and negotiation skills especially for marketing students discipline, adaptability, resilience etc.
- Students are required to undertake dissertation work to understand the contemporary issues in management. This leads them to sourcing data from different sources, an appreciation of different perspectives and approaches to the issue at hand. Their presentation of facts in a logical manner helps them to build on analytical, problem solving skills as also their communication and presentation skills.
- Under the courses of Enterprise Analysis and Desk Research and Industry Analysis students work in teams on a particular organization/industry. They present and submit reports of the same.
- Students participate in Avishkar – a Zonal level programme to promote research and experimentation
- Students organize Management fest 'Rays', conferences, seminars and sanctuary talks which help in building their managerial skills.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.3.2

Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 13

File Description	Document
List of teachers (using ICT for teaching)	[View Document](#)
Provide link for webpage describing the " LMS/ Academic management system"	[View Document](#)

2.3.3

Ratio of students to mentor for academic and stress related issues

Response: 11

2.3.3.1 Number of mentors

Response: 13

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	View Document
Any additional information	View Document

2.3.4

Innovation and creativity in teaching-learning

Response:

We endeavor to adopt practical and creative methods in teaching business study courses to enrich and enhance learning experience of students and promote ethical values and critical thinking among them. The teaching – learning process is built on and employs fundamentals of Bloom's taxonomy. Efforts are made to promote use of e –resources to bring about better student engagement.

The Institute has invested in LCS and Smart classroom to bring in greater creativity in teaching – learning processes.

Creativity and Innovation

- Practical Approaches beyond Lecturing is done by using methods like role play, dummy money and short written exercises to promote learning and de- emphasizing memorization.
- Z to A approach is adopted wherein the faculty begin with explaining the application part of a particular concept followed by effects of such applications.
- Students are exposed to current trends in industry, experience sharing sessions by arranging interface with CEOs, executives and eminent entrepreneurs.
- The students organize and conduct Inter-collegiate competitions like Management Quiz, Sell & Win, Treasure Hunt, Photo Hunt competitions. Cultural Day events like Dance, Singing, and Street Play and Fashion Shows are also organized. These and other events help students to apply an integrated approach to functional aspects of management, develop management skills, leadership, teamwork, interpersonal skills and event management skills in a creative and fun way.
- Students are asked to make mini research and field visit reports on various topics apart from their Summer Internship projects which helps them in understanding operational functions of different business units.
- Activity based teaching learning is used where students work in small groups to solve open-ended problems.
- Audio-visual advertisements are used to explain marketing concepts and theories; financial discussions are conducted in the classroom on the basis of financial statements collected from newspapers, company websites and annual reports of service, agricultural and manufacturing industries.
- News analysis related to banking sector is done by the faculty in the class room.
- Personality tests are conducted for first year students for Personality Development Lab course.
- Movie-based teaching method is adopted for social learning

- Video-based caselets are shown to the students.
- NPTEL, TED (Technology, Entertainment and Design) video sessions are conducted for students so that they are exposed to new ideas.
- Faculty members conduct quizzes to test knowledge of jargon and concepts in their respective subjects.
- Faculties give application based assignments wherein students are advised to access EBSCO, J -Gate, and other e-library resources for reference.
- The Institute promotes innovative thinking through Zonal Level University research festival- 'Aavishkar'.
- Students are helped to connect with the real business world by organizing industrial visits and connecting theory to current events covered in newspapers.
- In order to create active collaborative learning Environment and for innovative class assessment, faculties use Classroom Response Systems-clickers (modified to get Instant Feedback and Assessment).

File Description	Document
Any additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers against sanctioned posts during the last five years

Response: 92.5

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	[View Document](#)

2.4.2

Average percentage of full time teachers with Ph.D. during the last five years

Response: 18.53

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3	2	3	3	2

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	[View Document](#)

2.4.3

Teaching experience per full time teacher in number of years

Response: 6.38

File Description	Document
List of Teachers including their PAN, designation,dept and experience details	[View Document](#)

2.4.4

Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 14.29

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	2	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of award letters (scanned or soft copy)	[View Document](#)

2.4.5

Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 21.25

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3	3	3	4	3

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	[View Document](#)
Any additional information	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

From time to time we have introduced reforms in CIE to:

1. Help assessments provide a valid and reliable measure of teaching - learning
2. Serve as a means of guidance, academic prediction and curriculum evaluation.

Reforms are in areas of:

- Assignment Mix
- Reducing Variability in assessments
- Examination Administration

Reforms - Assignments

A. Class tests emphasizing memorization and production of conceptual knowledge have been restricted to only one test per subject. Other assignments such as field work and case studies to be used to test abilities of understanding, application, analysis and judgement.

B. Scientifically designing Assignments – the Assignment Design Template covers following aspects:

i. Assignment Objectives and Outcomes: Acquisition of knowledge, application of knowledge, development of skills etc.

ii. Type of assignment: Written exam, case study, field study etc. in line with stated outcomes

iii. Syllabus covered: Name of Unit and sub units

iv. Form of questions in written exam: Objective type, Short answer type Essay type

v. For Practical Assignments /Field Reports/Analysis of Secondary Data and Reporting mentioning clearly specific areas of reporting and general format of the report, URL for case studies

vi. Resources a student is expected to use

vii. Marks for every question and Total Marks

viii. Assignment Administration: Class period, home assignment, Individual /Group Task

For Written Class Tests:

i. Ensuring specifically worded questions to delimit the scope and length of the expected answer. The test matter is vetted by HOD /Director

ii. Inclusion of short-answer questions besides essay types to reduce element of subjectivity

iii. Model answers and marking scheme to accompany each written class test. The same to be displayed on the notice board

Other Reforms

i. Orientation of new faculty in the mechanics of Continuous Evaluation by HOD/Director. Development of a manual to guide faculty in deciding assignment mix and other examination details

ii. Assignment schedules to be displayed within seven days of semester commencement. Implementation of the schedule monitored by HOD and results to be declared within 72 hours of administering assignments.

iii. Use of question banks for setting question papers

iv. Internal Examination Committee constituted to consider student grievances, and unfair means.

v. Granting students who have failed to secure minimum passing marks or due to a genuine reason been absent to re –submit assignments in a maximum of two subjects in a semester.

vi. No two assignments on the same unit in a subject

vii. Appointing an external examiner from Industry to assess project reports and performance during viva voce.

viii. Issue of internal assessment mark sheet without remarks of 'passed' or 'failed'

ix. About 5% assignment submissions to be randomly checked by HOD/ Director to ensure compliance to marking schemes and model answers.

x. After evaluation, teachers provide feedback and motivate students to further their learning experiences. Especially for assignments involving self-study, internet based analysis teachers discuss some of the contemporary trends that may have been missed by students in their reports.

File Description	Document
Any additional information	[View Document](#)

2.5.2

Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

Assuring Transparency

1. SPPU guidelines and Institute specific norms in context of Continuous Internal Examinations are made known to students during their orientation programme.
2. The assignment schedule is displayed within seven days of the start of the semester.
3. In case of case studies and field work, students are given statement of objectives and reporting formats and checklists.
4. Assignment results are displayed on the notice board within 72 hours of conducting/collecting assignments.
5. The footnote of the notice displaying marks scored mentions that students having grievances regarding marks /exams are advised to meet faculty by the next working day and escalate the matter to HOD if not satisfied by responses of the respective teacher.
6. Students are informed that they will lose 1 mark [out of 10] when they fail to submit the assignment in time. This is to instill a sense of discipline, punctuality and respect for deadlines. [Relaxed in case of genuine cases]
7. Answer sheets are returned to students to ensure transparency and accountability
8. Internal mark sheets are provided so that students can compare their marks given and sent to University
9. Model answers and scoring key is made available to students on the notice board.

Frequency

1. As per SPPU three assignments/tests are required to be conducted for all subjects carrying 3 credits while 5 assignments are required in case of Internal Subjects.
2. Care is taken to prevent students from being burdened beyond 4 assignments/tests per week.
3. Evaluation methods are varied in line with subject requirements and desired learning objectives and outcomes. Some of the evaluation methods used are:

- Case Study / Caselets
- Class Tests
- Open Book Test
- Field Visit / Study tour and report of the same
- Small Group Project & Internal Viva-Voce
- Scrap Book

- Group Discussion
- Role Play
- Thematic Presentation
- Written Home Assignment
- Industry Analysis
- Literature Review / Book Review
- In-depth Viva
- Quiz
- Newspaper reading

To ensure robustness in evaluations

- Different types of assignments are designed to help achieve desired outcomes. For example: Reports on Industrial visits help students connect theory to the practical world, Case studies build analytical skills, Group discussions and Presentations assess and enhance ability to organize and effectively present content, home assignments encourage self-study, while written exams assess memorization.
- Assignment mix, assignment questions, coverage of content, marking schemes, model answers are vetted by HOD and Director before the start of the semester.

The HOD considers following aspects:

i. Is the assignment fit for achieving the learning objective?

ii. Does the assignment clearly state what is expected of a student; are instructions proper and are students given checklists for field reports etc.

iii. Are different units of study covered through assignments?

iv. Is the teacher using a variety of evaluation methods in suggested assignments?

v. Students are informed about Internal Grievances Committee where they can complain about their grievances and get it resolved in a fair and transparent manner.

2.5.3

Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

The examination cell displays the rules related to grievance redressal in external and internal examination on the notice board and the same is discussed with the students during the induction program.

We do not have any internal examination grievances from the year 2012-17 primarily because model

answers and marking schemes are provided to the students by the faculty members as soon as an assignment is conducted.

Objectives of the Grievance Redressal Mechanism:

1. Enabling students to express their Examination/ Evaluation related grievances / problems freely and frankly, without any fear of being victimized.
2. Handling examination malpractices and grievances in a fair, just and speedy manner.

Constitution of the Examination Grievance Cell

Sr No	Designation
1	CEO
2	HOD
3	One Faculty Member

Functioning of the Cell

A. External /SPPU examination

1. The templates, forms, time duration and fees charged for photocopy of answer sheet, revaluation of answer sheet etc. are made available to the students by the CEO.

2. Guidance as to whether a student should apply for revaluation is provided by respective subject teachers.

B. Online External examination

1. The grievance redressal is done on the spot using SPPU online examination portal by a member of the examination cell.

C. Internal examination

1. The Committee handles complaints related to unfair examination practices and grievances in context of Continuous Internal Examinations.

Types of Grievances in CIE

Sr. No.	Grievance Related to	Time period for Resolving Grievance
1.	Marks	3
2.	Copying	3
3.	Difficulty level of assignments/out of syllabus	3
4.	Partiality /Personal favours/Harassment by teacher/student	3
5.	Assignment schedule	3

2. No fees are levied for handling grievances related to internal examinations.

Grievance Handling Procedure

The student needs to submit to the CEO a written application stating her grievance along with necessary documents.

Resolving Grievances:

a. The CEO calls for the Examination Committee Meeting within two days of receiving the complaint. The faculty member against whom /whose subject the complaint is received is also called to attend the meeting. The Committee deliberates on the issue and arrives at a solution.

b. For genuine complaints requisite action to do justice to the student is initiated and the faculty member is counselled to avoid such mistakes. If the complaint is of a serious nature and is established against the faculty concerned then such matter is discussed in detail with the Director who may initiate disciplinary action.

c. If the grievance is arising out of an erroneous perception of the student, then such a student is suitably counselled.

d. If a student is not satisfied with the decision of the cell, she can make an appeal to the Director within 5 days.

e. The proceedings of the meeting are recorded and a report is presented to the Director.

2.5.4

The institution adheres to the academic calendar for the conduct of CIE

Response:

The Academic Calendar is prepared keeping in mind the following policy guidelines:

Policy:

1. The HOD is held accountable for implementation of the Academic Calendar

2. Academic Calendar to be displayed seven days before start of the semester

3. Not more than four assignments to be scheduled in a week.

4. The HOD to reschedule an assignment in case of an unscheduled holiday/event and inform all stakeholders.

5. Faculty members to conduct tests during their respective lectures.

6. Assignment Mix of one case study, one class test and one field visit/research work to be adhered to in

case of core subjects.

7. CIE to conclude at least a week prior to written examinations of SPPU.

7. Results to be declared within 72 hours of conducting tests.

8. Inability to conduct a test on the scheduled day must be intimated in writing to the HOD specifying reasons for not conducting the test and the tentative date on which it could be rescheduled.

9. Postponement of tests not to exceed more than once per teacher in a semester.

10. Submission of a self-declaration/compliance to assignment mix and schedule report by each faculty member to HOD at the end of semester

11. Adherence to academic calendar and deviations, if any to be reported to the Director at the end of each month in a semester by the HOD

Schedule

Dates	Activity
A month before start of semester [15th June & 1st November]	Submission of Assignment Mix and tentative dates for conducting assignments and declaring results by each faculty member
5th July/30th November	Mapping tests on the academic calendar
30th June/15th December	Submission of Model Answers and Scheme of Marks
Within seven days of start of semester	Displaying Academic Calendar on Notice Board

Procedure for Preparation of Academic Calendar

1. After receiving Assignment Mix and Schedule from each faculty member, the HOD assesses whether faculty members have adhered to SPPU norms, coverage of units and suitability of tests/assignments with course outcomes/objectives of the test.
2. Meeting: A staff meeting is called for and an academic calendar for CIE is prepared. The HOD checks the University List of holidays, Institutional Holidays, events and accordingly maps the tests.

Audit procedure of CIE:

1. The HOD from time to time takes a stock of the method/assignment type announced in the academic calendar vs actually used.
2. Random selection of evaluated assignments is audited by the HOD and the Director on parameters of fairness in evaluation, marking schemes etc.
3. The HOD also audits the result declaration timeframe of each faculty member and reports significant deviations, if any to the Director. The Director counsels the faculty member /takes disciplinary action wherever necessary.

Student Feedback:

At the end of the semester, student feedback is taken in context of CIE – in terms of type of assignments, schedule of assignment etc. Based on the feedback, changes are made in the academic calendar wherever necessary and feasible.

File Description	Document
Any additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

The Institute follows the syllabus outlined by the Savitribai Phule Pune University. As such we have deduced the outcomes of the syllabus rather than first deciding on outcomes and arriving at a syllabus to achieve these outcomes. The creation of programme outcomes and course outcomes was the result of collaborative efforts of the Director and faculty members. An internal faculty development programme was conducted by the Director wherein faculty were explained Bloom's Taxonomy and how outcomes were to be designed to help achieve higher order cognitive skills. Based on this understanding faculty members listed out the outcomes that were relevant to the subjects taught and industry needs. The faculty members present these in their session plans and work out pedagogy which best help to achieve these outcomes. Assignments are then designed to test achievement of certain outcomes. At SVIMS, under Continuous Internal Evaluation, we use one test for assessing lower level cognition such as memory and concept clarity, while two other assignments help to test application orientation, analysis and synthesis.

New recruits are once again explained Bloom's taxonomy and are given the outcomes expected. They are allowed to make some changes wherever needed.

Faculty members further inform students about desired outcomes in their orientation lecture for each subject and these are specifically reinforced at the beginning of each unit and while doing assignments.

In general outcomes are communicated thus:

- The POs, PSOs and COs are uploaded on the institute's website.
- The POs and PSOs are communicated by the HOD to the students during the induction program.
- The COs are communicated by respective faculty members to the students in the class at the beginning of each semester, beginning of each unit and during assignments.
- The outcomes are uploaded on the Knowledge Management System of the institute.

File Description	Document
COs for all courses (exemplars from Glossary)	View Document

2.6.2

Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

Measurement of Outcomes

Course Outcomes are mapped with programme outcomes.

I Acquisition of Knowledge, development of skills and attitudes are tested through:

1. Continuous Internal Evaluation [30 marks]
2. Online Multiple Choice Questions [20 marks]
3. Written Exams [50 marks]

Points Grading System

Sr. No	Marks	Grade	Grade Point
1	100 – 75	O – Outstanding	06
2	74- 65	A – Very Good	05
3	64 -55	B – Good	04
4	54-50	C – Average	03
5	49-45	D – Satisfactory	02
6	44-40	E – Pass	01
7	39 -0	F – Fail	00

Description of final grades:

O: Outstanding (Excellent Analysis of the topic)

Accurate knowledge of the primary material, wide range of reading, logical development of ideas, originality in approaching the subject, neat and systematic organization of content, elegant and lucid style

A: Very Good (Excellent Analysis of the topic)

Accurate knowledge of the primary material, acquaintance with seminal publications, logical development of ideas, neat and systematic organization of content, effective and clear expression.

B: Good (Good Analysis and treatment of the topic)

Basic knowledge of the primary material, logical development of ideas, neat and systematic organization of content, effective and clear expression

C: Average (Some important points covered)

Basic knowledge of the primary material, logical development of ideas, neat and systematic organization of content, good language or clear expression

D: Satisfactory (Some points discussed)

Basic knowledge of the primary material, some organization of content, acceptable language or expression

E: Pass (Any two of the above)

F: Fail (None of the above)

At SVIMS, students getting up to B Grade in different courses and the overall programme are considered as having met course and programme outcomes of knowledge, skills and attitudes.

II. Placement Outcomes

1. Percentage of placements at the conclusion of the programme and
2. Average salaries of those placed

Criterion:

Placement record of 60% or better = meets the outcome.

Average annual salary of Rs. 2.0 lakhs = meets the outcome.

III. Entreprenurship

1. Family Businesses
2. Start ups

Criterion:

Entrepreneurship taken up by 2% or more of outgoing students = meets the outcome.

IV. Internships

The following are considered as indicative of meeting, exceeding or not meeting outcomes

Criterion:

1. 100% of all eligible students getting internships = meets the outcome
2. 10% of students being offered placements = meets the outcome
3. 5% or more of interns getting Letters of Appreciation= meets the outcome

V. Student Satisfaction

Criterion:

An overall student satisfaction score of 75% and above = meets the outcome

VI. Professional Values and Ethics

Here we measure positive changes in ethical orientations and action. We measure impact of sanctuary as influencing such orientations.

Criterion:

A score of 75% and above = meets outcome

File Description	Document
Any additional information	[View Document](#)

2.6.3

Average pass percentage of Students

Response: 87.5

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

Response: 49

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 56

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.38

File Description	Document
Database of all currently enrolled students	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0.00	0.00	0.00	0.00	0.00

File Description	Document
List of project and grant details	[View Document](#)
e-copies of the grant award letters for research projects sponsored by non-government	[View Document](#)

3.1.2

Percentage of teachers recognised as research guides at present

Response: 23.08

3.1.2.1 Number of teachers recognised as research guides

Response: 03

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.1.3

Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0.15

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

Response: 01

File Description	Document
List of research projects and funding details	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

I. Sanctuary – A Social Incubator

The malady of modern education is that it focusses on sharpening the intellect and ignores the education of the heart. Current education builds competence but ignores character building.   At SVIMS we are committed to an education that builds character and competence. Since inception Sanctuary is developed as an ecosystem to build human capital with ethical values. It is a social incubator for innovative ways and means of building values and promoting holistic development of our students. Sanctuary provides students a platform to come together irrespective of caste, religion and economic background and take up issues of life over livelihood.

It is in the Sanctuary that staff and students discuss the relevance and importance of Indian ideals, stories of great men and women of history and worthy attributes of character such as courage, compassion, love for humanity, universal brotherhood, reverence for life, respect, ethics et al. It is here that the social and moral muscles of our students are strengthened and they are encouraged to follow the right path. It is thus an incubator for enhancing the spiritual, emotional and service quotients and nurturing ethical and effective leaders.

An impact analysis of the Sanctuary clearly establishes the fact that students value such an endeavor and have benefitted from such an experiment in the laboratory of life to become finer human beings.

Sanctuary is conducted every day and is secular in nature.

II. Business Incubators

- Digital Marketing Incubation Programme was conducted in association with Pragmites Internet Services Pvt Ltd. [Mr. Gaurav Gurbaxani]. The programme, Social Villa was designed to give our students first hand exposure in servicing clients with varying requirements ranging from website development to enhancing digital footprints.

- The Institute in association with Talent Corner HR Services Pvt. Ltd. set up an Incubation Center for HR Students.The training offered was in the areas of search and selection, Database Management and Client Relationship Management.

III. Eco system for Creation and Transfer of Knowledge

- Explicit knowledge in the form of institute specific policies, programmes and manuals are available on Knowledge Management System [open source software] which enables quick enculturation of newcomers.
- We have an Online Repository where notes, PPTs etc. are uploaded for ready use by staff and students.

IV. We create new knowledge through Industry Academia Interface:

- CEO's Conclave
- Meet the CEO Series
- Guest lectures by Executives, Entrepreneurs
- Faculty Development Programmes
- Management Development Programmes

V. Other Initiatives

- We have institutional membership with professional bodies like Mahratta Chamber of Commerce & Industries, Deccan Chambers of Commerce, Industries & Agriculture, Society for Human Resource Management and National Institute of Personnel Management. Our faculty members attend workshops and seminars organized by these bodies. This helps faculty members to interact with the industry experts and gain insights into contemporary trends and industry issues.
- Faculty members who attend seminars/conferences/workshops share their learning with other faculty members on the next day of attending the institute.

File Description	Document
Any additional information	[View Document](#)

3.2.2

Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 3

3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
01	00	01	01	00

File Description	Document
List of workshops/seminars during the last 5 years	[View Document](#)

3.3 Research Publications and Awards

3.3.1

The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

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

3.3.2

The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

File Description	Document
List of Awardees and Award details	[View Document](#)
e- copies of the letters of awards	[View Document](#)

3.3.3

Number of Ph.D.s awarded per teacher during the last five years

Response: 0.5

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 01

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)

3.3.4

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

Response: 2.79

3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
23	9	3	3	1

File Description	Document
List of research papers by title, author, department, name and year of publication	[View Document](#)
Any additional information	[View Document](#)

3.3.5

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

Response: 0.79

3.3.5.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	3	2	4	1

File Description	Document
List books and chapters in edited volumes / books published	[View Document](#)
Any additional information	[View Document](#)

3.4 Extension Activities

3.4.1

Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

Our core values are service to society and contribution to community development. Our extension activities are devised to enhance students' emotional intelligence, self-esteem and their holistic development. Our USP is that these activities are student-centric, through all stages from conceptualisation, planning to implementation.

Several of our extension activities are undertaken through our Rotaract Club and Sadhu Vaswani Mission and its youth wing - Bridge Builders.

A. Environment Protection

- Mula-Mutha River clean up programmes in association with the Indian Maritime Foundation/ River walks with Jeevitnadi.
- Workshops for making eco-friendly Ganpatis(Shadu Mati Ganesh idols) for students and neighbouring community, with activist/artist Mandar Marathe.
- Workshops for making paper bags with Rtn. Surendra Shroff, an award winning entrepreneur and philanthropist. Students teach others and spread awareness of paper bags among local shopkeepers and businessmen.
- Facebook/WhatsApp campaign to create awareness to Save Water during the draught prone summer months.
- Actively supported the Sarva Jal Abhiyan Drive, with our Media Partner, Sakal Times.
- Tree plantation drives in our campus and surrounding areas.
- Participated every year in the Swachh Bharat Abhiyaan and in Swacchta Pakwada [HRD and UGC] with a 15 day programme to clean the campus, surroundings, orphanages, understanding city garbage systems etc.

B. Animal Welfare and Campaign for Vegetarianism:

- Visiting and supplying provisions to Blue Cross Animal Shelter; pledge to support the Stop All Killing Campaign of SVM
- Donating money to Goshalas in the neighbourhood for upkeep of cows.
- Participation in the Annual Meatless Day programme of the Sadhu Vaswani Mission and Peace March to promote the cause of Animal Rights and compassion to animals. Won awards for the Best Float among 8000 participants and 100+ institutions.

C. Medicare:

- Annual Blood Donation drives in association with the Inlaks Budhrani Hospital to create awareness and save lives. Counselling offered to anaemics on nutrition and diet.
- Supporting the Sight for the Sightless Campaign by the K K Eye Institute by sponsoring free cataract surgeries for tribals.
- Visits to underprivileged patients at the Pediatric and Cancer wards of the Sadhu Vaswani

Medical Complex to offer biscuits and fruits to patients.

- Breast Cancer Awareness and Prevention campaign in association with the Rotary Club of Pune and the Aastha Breast Cancer Support Group. Heavily subsidized Mammograms offered to women.

D. Welfare of the Differently Abled:

- Students volunteer at the Bal Mela (Fun Fair) for Handicapped Children held at the Sadhu Vaswani Mission. They man stalls, device special games for children and offer them services like free mehendi.
- Preparation and sale of food items and handmade artefacts to raise money for blind schools and orphanages and autistic children.

E. Others

- Spreading financial literacy by organizing a lecture with Money Life Foundation
- Creating awareness about Paytm among small traders in the neighbouring locality

Impact:

Students have:

- Developed greater social sensitivity and self-confidence.
- Improvement in their organizational and group dynamics skills.
- Experienced a great sense of purpose and fulfillment, enhancement in their self - esteem and a sense of personal growth.
- These activities have been an experience in sensible citizenship.

3.4.2

Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 1

3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	1	0

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document

3.4.3

Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 18

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3	7	3	3	2

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document

3.4.4

Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 77.99

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
121	95	78	121	100

File Description	Document
Report of the event	[View Document](#)
Average percentage of students participating in extension activities with Govt. or NGO etc.	[View Document](#)

3.5 Collaboration

3.5.1

Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 40

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	12	19	9	0

File Description	Document
Number of Collaborative activities for research, faculty etc.	[View Document](#)

3.5.2

Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 10

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2016-17	2015-16	2014-15	2013-14	2012-13
2	1	2	4	1

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance,other universities etc. during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

Our institution has sufficient number of well-furnished, well ventilated, spacious classrooms, tutorial rooms, computer lab, library, reading room and seminar hall for conducting classes. We follow the norms as specified by AICTE.

Particulars	Actual room Area (sq.m)	Expected Room Area (sq.m) by AICTE
Classrooms (2)	72*2 = 144	66*2 = 132
Tutorial room	42.75	33
Computer center	161	150
Library & reading room	104	100
Reprographic room	11.39	10
Seminar Hall	145	132

Particulars	Total	
LMS [MOODLE]	Not mandated by AICTE	
Lecture Capture System	Not mandated by AICTE	
Smart Classroom		
Projectors	7	
Library :	Volumes	4508
	Titles	2626
	National Journals	12
	International Journals	02
	Multimedia PC	04
	Desktops	08
Computer lab	Desktops	48
	Internet bandwidth	32
	Legal application s/w	25
	Legal system s/w	08
Language lab	Desktops	08

Desktops in Classrooms, Tutorial room and Seminar Hall	05
Desktops in staffroom	11
Desktops in admin department	08
Printers	07

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

4.1.2

The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities

Response:

Room Type	Type of activity	Area/size (Sq.M)	Year of establishment	User rate
Girls' common Room	Indoor games	75	2010	Everyday
	Ludo			
	Carrom			
	Scrabble game			
	Table tennis			
	Chess			
2nd Floor	Gymnasium	144	2010	Everyday – approximately 10 girls
Playground	Outdoor games	5820	1982	
	Basketball court			
	Throw ball court			
	Hand ball ground			
	Badminton court			
	Running track			
5th floor hall	Taekwondo	145.12	2017	
	Yoga			
Cultural activities				
Common area on ground floor	Rangoli display	228.6	2010	07

Excluding cafeteria	Dandiya/Garba			
	Ganpati Festival			
	RAYS-shine to glory			
	Dancing, singing, Street Play & Fashion Show			
	CSR activities			
Seminar hall	Management fest, Teachers day, Dancing, singing, Street Play & Fashion Show ,Guest lectures, Workshops, Ganpati Festival, Womens' day Rotaract Meetings and Activities	145.12	2010	10
Terrace Space	Alumni meet	537.105	2013	04
Breakout spaces	For relaxation	11.25	2010	Everyday

File Description	Document
Any additional information	[View Document](#)

4.1.3

Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 5

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	[View Document](#)
any additional information	[View Document](#)
Link for additional information which is optional	[View Document](#)

4.1.4

Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 0.53

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
.35	.27	.21	.25	.25

File Description	Document
Details of budget allocation, excluding salary during the last five years	[View Document](#)
Audited utilization statements	[View Document](#)
Any additional information	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

Library is automated using Integrated Library Management System (ILMS)

Response:

Year of Installation	Name of the ILMS	Version	Nature of Automation
2012-15	SLIM21	3.4.0	Fully Automated
2015-17	VRIDDHI	2.0 Build : 234.2	Fully Automated

2017-18	KOHA	16.05.05.000	Fully Automated

File Description	Document
Link for Additional Information	[View Document](#)

4.2.2

Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

Sr. No.	Name of the book/ manuscript	Name of the Publisher	Name of the Author	Number of copies	Year of Publishing
1	The Monetary System Of India	D.B.Taraporevala & Sons, Bombay	Professor B.E.Dadachanji	01	1948
2	The CAMEL - Its uses and management	Longmans, Green & Co., London	Major Arthur Glyn Leonard	01	1894
3	Kautilya Arthashastra	Printed at The Government Press, Bangalore	Translated by R. Shamasastry	01	1915
4	The Economic History of India under early British Rule - From the rise of the British power in 1757 to the accession of Queen Victoria in 1837	Kegan Paul, Trench, Trubner & Co., London	Romesh Chunder Dutt	01	1916
5	The Indian Money Market	The Bangalore Printing & Publishing Society, Bangalore	Krishna Kumar Sharma	01	1934
6	The life and life work of J.N. Tata	Ganesh & Co., Madras	Sir Dinshaw Edulji Wacha (1844-1936	01	1915

File Description	Document
Link for Additional Information	[View Document](#)

4.2.3

Does the institution have the following:

     1. **e-journals**

     2. **e-ShodhSindhu**

     3. **Shodhganga Membership**

     4. **e-books**

     5. **Databases**

Response: A. Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc.	[View Document](#)

4.2.4

Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 1.17

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

2016-17	2015-16	2014-15	2013-14	2012-13
2.04	0.35	0.92	1.47	1.06

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	[View Document](#)

4.2.5

Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Details of remote access to e-resources of the library	[View Document](#)
Any additional information	[View Document](#)

4.2.6

Percentage per day usage of library by teachers and students

Response: 18.59

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 29

File Description	Document
Details of library usage by teachers and students	[View Document](#)
Any additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities including Wi-Fi

Response:

The Institue was established in the year 2010.

The table given below indicates addition and upgradtion of IT resources

Year	IT Resources
2010	**42 Computer**s (Intel Dual core 2gb RAM, 250GB HDD, 16" LCD Monitor)
	1 Sony Vaio ED 16 Laptop
	1 Server (Blue Ray Intel Xeon –X3430 @ 2.30 GHz 8GB RAM 1 TB HDD, 21" LCD Monitor)
	4 LCD Projector
	3 All in one printers, Scanner& copier
	1 Digital Copier
2011	39 Computers (Lenovo intel Dual core 2GB RAM, 500GB, 17" LCD Monitor)
	3 LCD Projectors with Screen
	2 LaserJet printers(HP 2007)
2014	1 Lenovo Notebook z50 I7
2016	2 Computers (Intel Core I5 2.8 GHz 8GB RAM, 1 TB HHD 22" LCD Monitor)
	1 Overhead Scanner (Fujistu SV600)
2017	5 Computers (Intel Core I5 2.8 GHz 4GB RAM, 1 TB HHD 19" LCD Monitor)
	Lecture capture system
	Smart Classroom.

LAN Facility

The Institute has a Structured LAN facility architecture (CISCO) comprising of core, distribution and access. All the end users are connected through 10/10/1000 base port. Institute network is secured with Firewall and associated security policies.

Router & Firewall	Qty
Cisco 2911 Router SR FHK1423F3AM	1
Cisco 5510 Firewall ASA5510 SR JMY1423L366	1
Cisco Catlyst 3560 24 Port 10/100/100 T 4SFP-TS-S	1
Cisco Catlyst 2960 48 Port 10/100/100	2
Cisco Catlyst 2960 24 Port 10/100/100	3
D-Link 8 Port 100/1000 Switch SR QBTJ2F8000956	1

Internet Facility

Year	Bandwith
2010	4 MBPS
2016	16 MBPS
2017-18	32 MBPS

Internet Service Provider	Tata
Internet Bandwidth	32mbps
Type(Broadband/Leased Line)	Internet Leased Line
Transmission Media	Fiber Optic
Usage Ratio	1:1 Dedicated

Wi-Fi Facility

The Insitute became a WI-FI enabled campus with high speed internet connectivity.from 2016-17.The below table provides the Wi-Fi details

Part No	Description	Qty
AIR?CT2504?25?K9Z	2504 Wireless Controller in a bundle with 25 AP licenses	1
AIR?AP1702I?D? K9	802.11ac CAP; 3x3:2SS; Int Ant; A Reg Domain	4

Software

Year	Software	Renewed and upgraded in
2010	Windows Server 2008	2012
	Windows 7 Professional	2012
	MS Office 2007 STD (20 Users)	
	MS Office 2010 (5 Users)	
	MS project 2007 Pro (1 User)	
	QH Endpoint pro antivirus software	2011 2014 2017
	1 Visual Studio 2008	
	Tally 9 gold multiusers	
	1 Adobe Acrobat 9.0 pro	
	1 Adobe CS4 Dream weaver	
2012	Office 365 (unlimited user licenses)	
	ETNL Software for Communication Lab	
	Quick heal Total security software (10 Users)	2015
2016	Zoom (2012)	**Ugraded to Vriddhi ERP Software (2016)**
	SLIM (LMS)(2012)	Upgraded to KOHA (2017)
	Moodle	
	Knowledge Management System	

	Document Management System	
2017-18	Digital Edu (College Management System)	

File Description	Document
Any additional information	[View Document](#)

4.3.2

Student - Computer ratio

Response: 1.55

File Description	Document
Student - Computer ratio	[View Document](#)

4.3.3

Available bandwidth of internet connection in the Institution (Lease line)

Response: 20-35 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	[View Document](#)
Any additional information	[View Document](#)

4.3.4

Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	[View Document](#)
Any additional information	[View Document](#)
Link to photographs	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 18.11

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)

2016-17	2015-16	2014-15	2013-14	2012-13
15.12	15.38	17.61	2.44	3.69

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	[View Document](#)

4.4.2

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

Response:

The institute's maintenance program focuses on preventive maintenance. The main aim is to ensure that various physical, academic and support facilities are maintained in a manner that provides a safe, secure and reliable environment for students, faculty, staff and visitors.

Physical facilities are inspected and maintained as shown below

Particulars	Frequency of PMS
Classrooms	Daily
Office space	Daily
Pantry and Lunch area	Daily
Windows and doors	1 month
Restrooms	
Gas Connection	
Gates, locks	3 months
Electrical Systems	1.5 months
Lighting Inspection	

Generator	3 months
Smoke Detector, Fire Pumps And Panels,Fire Hydrant Lines, Fire Extinguishers	6 months
AC- Seminar Hall	3 months
Water Purifier	1 month
Elevator	3 months
Telephone	6 months
CCTVs	1.5 months
UPS and Batteries	3 months
Computers, Printers & Photocopy Machines	3 months
Refrigerators	6 months
Garden	1 month
Sewage Systems	

- Painting and white washing of building, class rooms, library and labs is done after every 7-8 years.
- For maintenance of Plumbing system a plumber on contract has been appointed, who does preventive maintenance once a month.
- 4 Housekeeping staff members have been appointed to clean classrooms, library, tutorial rooms, computer lab, canteen, common room, floorings and washrooms, sidewalks, passages, breakout spaces and parking areas every day.

A chart is made where in hourly cleaning task is assigned to the housekeeping staff and it is verified by the office staff. Cleaning of fans and ceilings is done once in a month.

- Dustbins are kept at every floor/ classrooms /labs and cafeteria for dry waste and wet waste.
- On every day basis the gardens are maintained. All the dry leaves are collected and converted to compost.
- Vacuum cleaning of seminar hall is done twice in a year.
- Water tanks are cleaned once a year.
- Fumigation is done every day in the evening post college hours.
- Toilets are cleaned twice a day.
- In order to protect the infrastructure from insects and weathering process pest control is done once a year.

Please refer to additional information for maintenance of IT lab, Library and Gym

Utilization of physical facilities

- Classrooms are used from 8.30 to 6.00 pm. Timetable is prepared for optimum utilization of classrooms.
- Library and computer lab are extensively used by staff and students.
- Seminar hall is utilized for various alumni meet, guest lectures, national / international seminars and workshops. It is also used by sister institutes for their events.
- Seminar hall and ground floor are used for various cultural activities.
- Students use Girls common Room for indoor games and Playground for outdoor games.
- Gym is utilised on regular basis by students and staff.
- Yoga and taekwondo sessions are conducted in the hall on the fifth floor.

- Terrace space is utilized for organizing alumni meet.
- Extra passage spaces on each floor are converted to breakout spaces utilized by students for purpose of relaxation.
- Parking space is utilized by employees and students of the institute during the working hours.
- The institute plans to utilize its 5th floor for running additional courses under IGNOU and National Skill Development Corporation.

File Description	Document
Any additional information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 9.41

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
30	11	7	8	6

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	[View Document](#)
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	[View Document](#)
Any additional information	[View Document](#)

5.1.2

Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 6.73

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
6	8	12	9	8

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	[View Document](#)
Any additional information	[View Document](#)

5.1.3

Number of capability enhancement and development schemes –

    1. For competitive examinations

    2. Career counselling

    3. Soft skill development

    4. Remedial coaching

    5. Language lab

    6. Bridge courses

    7. Yoga and meditation

    8. Personal Counselling

Response: A. 7 or more of the above

File Description	Document	
Details of capability enhancement and development schemes	[View Document](#)	
Link to Institutional website	[View Document](#)	

5.1.4

Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 64.89

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
85	57	102	106	79

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	[View Document](#)

5.1.5

Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 0

5.1.5.1 Number of students attending VET year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
00	00	00	00	00

File Description	Document
Details of the students benifitted by VET	[View Document](#)

5.1.6

The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View Document](#)
Details of student grievances including sexual harassment and ragging cases	[View Document](#)

5.2 Student Progression

5.2.1

Average percentage of placement of outgoing students during the last five years

Response: 71.03

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

2016-17	2015-16	2014-15	2013-14	2012-13
36	27	67	53	39

File Description	Document
Details of student placement during the last five years	[View Document](#)
Any additional information	[View Document](#)

5.2.2

Percentage of student progression to higher education (previous graduating batch)

Response: 0

5.2.2.1 Number of outgoing students progressing to higher education

File Description	Document
Details of student progression to higher education	[View Document](#)
Any additional information	[View Document](#)

5.2.3

Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
00	00	00	00	00

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
00	00	00	00	00

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	[View Document](#)
Any additional information	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
00	00	00	00	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	[View Document](#)
e-copies of award letters and certificates	[View Document](#)

5.3.2

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

Response:

1. **Student Council**

We have an active Students' Council and follow the rules of SPPU to appoint the President and other members of the Student Council. The President of the Student Council acts as a bridge between the students and the faculty members and is responsible for the smooth functioning of the various student and institute related activities.

Role of Student Council:

- To actively participate in important decisions related to student activities.
- Recommending various support services required by the students
- Managing and administering student representation at different levels
- Providing feedback about student- learning experiences
- To make representations on behalf of the students to the Director and to carry out the Director's instructions and suggestions.
- To prepare a comprehensive yearly calendar of student activities with suitable estimations wherever necessary.
- Planning and implementation of new student and alumni meet initiatives
- Coordinate the activities of various bodies of the institute that involves students

Important Student Council activities:

1. **Management Fest:**

Organising 'Rays' our annual management fest and other Inter institutional cultural events and sports events

2. CSR:

Planning and organizing CSR /extension activities along with Rotaract and Sadhu Vaswani Mission/Bridge Builders – Youth wing of Sadhu Vaswani Mission.

3. Alumni Relationships:

Organizing alumni meets and publishing the alumni newsletter 'Setu' on a monthly basis.

4. Internship and Placements:

- To assist the training and placement officer in various functions
- To communicate placement related opportunities to the students

- To prepare placement brochure and placement report every year

Student representation is also on following committees:

1. Academic Council
2. Anti Ragging Committee
3. Sexual Harassment committee
4. Library Committee
5. Outdoor visit committee
6. Sanctuary committee
7. Canteen Committee
8. Alumni Relations committee
9. Placement committee
10. Seminar committee
11. CSR committee
12. Management Fest Committee
13. Cultural and Sports committee

Every committee consists of a minimum of 2 to 5 students and 1Faculty member. The students are empowered to take decisions related to their committees, but only after the consent of concerned faculty member. It has been decided that one student cannot be a member of more than two committees.

The role is mainly advisory in nature and is restricted to specific activities related to the committee. Some of the committees are temporary in nature such as Outdoor visit committee.

5.3.3

Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 3.4

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
03	03	03	04	04

File Description	Document
Report of the event	[View Document](#)
Number of sports and cultural activities / competitions organised per year	[View Document](#)

5.4 Alumni Engagement

5.4.1

The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

The Alumni Association is registered, functional and active. As the institute is established in the year 2010, we have only Pune chapter as of now. Some of our alumni are working with globally renowned organizations such as Eros Group Dubai, Gems Plaza Dubai, Tech Mahindra, Zensar, ICICI, Oracle, Thermax, Infosys etc.

Web Portal:

A separate web portal is created for the alumni.

Alumni Meet:

The alumni meets have been conducted every year in the month of February. The meet provides a platform for informal interaction between the students and the alumni. It also gives an opportunity to the alumni to reconnect with the institute.

SETU:

The Institute has a monthly on –line newsletter for alumni. The alumni are sometimes featured in such magazines and are also invited to contribute articles for the same.

Financial Contribution:

The alumni contribute to the alumni contribution fund. This is a voluntary fund and students passing out from the institute make a voluntary contribution every year. Their collections are to the tune of Rs. 108420/-

Non-Financial Contribution:

Placement Activities:

The alumni take active part in the placement activities of the institute. Our alumni work in MNCs and refer our institute to their HR department for recruitment of students. The alumni also help in recruiting first year students for summer internship projects.

Career Guidance:

- The alumni provide guidance to the students about being industry ready by suggesting add on courses to improve their skillsets during the MBA course. The alumni have suggested training

programs in specific areas such as Advance Excel, Digital Marketing, and Personality Development etc.

- The alumni interact with the students and guide them about the various options available for doing their specializations and why they should choose a particular specialization.
- The alumni act as mentors for several of our students
- They guide students about different companies in which they should take up their careers
- Some of our alumni attend Sanctuary and narrate their stories of success and struggle. They motivate and inspire students to accept challenges of a professional life courageously.

Other areas of contribution:

- The alumni guide the students in organizing and conducting events during the management fest.
- The alumni help in arranging Industrial visits for the students
- In identifying and arranging resource persons for the conferences, seminars and workshops organized in the Institute. Some of the distinguished alumni are invited to be a part of panel discussions during our conferences.
- Providing valuable inputs for the promotion of the institute and to increase the visibility of the institute.
- Recommend graduates to choose SVIMS for their MBA studies
- Some of them actively participate in programmes held at our parent body – Sadhu Vaswani Mission.
- The alumni suggest the institute as to which kind of CSR activities should be conducted by the students.
- Alumni have also donated books to the Library

Implementation of the alumni suggestions has thus helped the institute in placement, networking and student enrichment.

File Description	Document
Any additional information	[View Document](#)

5.4.2

Alumni contribution during the last five years(INR in Lakhs)

Response: <1 Lakh

File Description	Document
Alumni association audited statements	[View Document](#)

5.4.3

Number of Alumni Association / Chapters meetings held during the last five years

Response: 5

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	1	1

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

Response:

Our Vision:

To be a premier Management Institute for creating effective and ethical corporate women leaders nurtured through the highest professional and personal values.

Our Mission:

Woman is a Symbol of Shakti. Our endeavour will therefore be

• To afford opportunities for the unfolding of the highest potential of our students.

• To offer education for empowerment of women students who wish to become entrepreneurs/corporate leaders

• To sensitise our students to their emotional, social and civic responsibilities

• To promote research in areas of critical need

• To invest meaningfully in our own human resources so that they may be able to reinvent themselves and   become more student-centric

SVIMS is governed by provisions of AICTE, DTE, SPPU and Fee Regulatory Bodies. It operates as 'a not for profit venture' and is committed to the cause of women's education and empowerment.

Governance of the institution is reflective of effective leadership that is in tune with vision and mission of the institute

Governance Structure

Management Board /Governing Council

The overriding authority rests with the Governing Council headed by Rev. Dada J.P.Vaswani, scientist-turned philosopher and India's spiritual ambassador to East and West. Senior Members of the Trust, some of whom are experienced academic leaders outline and direct our development plans and take strategic decisions in context of expansion/closure, finances and infrastructure. These are in consultation

with the Director.

Institute Development Board

The Board consisting of senior members of the Trust, representatives from Industry and Professional organisations and staff members guide the Director in the pursuit of excellence and administrative issues. The recommendations are advisory in nature.

Director

The Director, as the Executive is responsible for

- making policy decisions in consultation with the Governing Body
- recruitments and staff related issues
- promoting academic excellence and student satisfaction
- financial management
- upholding ideals, vision and mission of the institute and ensuring that the Staff imbibe the same
- monitoring organizational performance, ensuring coordination and smooth functioning of the institute and building effective communication channels
- liaising with the management to secure adequate infrastructure and resources to materialize the vision set.

Leadership at SVIMS is characterized as democratic, 'participative' and 'distributed'.

Faculty

Faculty participates in deciding on academic matters such as research, course mix, student enrichment endeavours, evaluations, admissions etc. They focus on practices that further our mission and help us realise our educational philosophy.

Staff participate in committees such as:

1. Academic Monitoring Committee
2. Anti- ragging Committee
3. SC/ ST Committee
4. Grievance Redressal Committee
5. Sexual Harassment Committee
6. Research Committee
7. Student Development Committee
8. Women's Grievance Committee
9. Alumni Committee
10. Placement Committee
11. Library Committee
12. RTI Committee
13. Conference Committee
14. CSR Committee

Student Council and Alumni Association

The student council and alumni make recommendations to the Director regarding student issues, courses and programmes.

Parents, students and the general public associate our name with ethics, thanks to our lineage with the Mission. There is thus a top-down percolating effect of commitment to the ideals we have set for ourselves.

6.1.2

The institution practices decentralization and participative management

Response:

Yes the institute promotes the culture of participative and decentralized management for various activities at various levels.

Earlier simple form of performance appraisal was done but it was realized that other parameters were ignored and teachers assumed that teaching is their only role, which was hampering Professional and Institutional Development. It was also realized that moving from ISO certification to higher level of accreditations such as NAAC and NBA will require minimum parameters to be included in their roles. After referring to NAAC and NBA manuals, it was found that the current system of performance appraisal was not up to the mark to achieve higher quality and effectiveness in the process and therefore it was thought to frame the KRAs. These issues were discussed in a participative manner by staff.

Key Results Areas – A Collaborative Effort

KRAs are generally a top – down decision issue. At SVIMS however, the Director decided that there has to be a buy in of KRAs by staff. Given this a decision was taken to involve faculty to decide areas of performance assessment, matrices and frequency. This has resulted in improvement in performances and participation.

The KRAs were tentatively framed as an outcome of formal meetings with the faculty and Director. Faculty members decided on tasks in context of deciding the performance grid. Faculty members were given an opportunity to suggest, disagree or reframe the KRAs. Based on the deliberations and finally a consensus was arrived at on the following:

- KRAs must promote individual professional development and simultaneously Enhance Institutional strengths, performance and ratings and overall student performance.
- Some KRAs would reflect Individual Performances and merit while others would be for group performances.
- Matrices to link salary to performances.
- The frequency would be twice a year preferably at the end of each semester.

Key Result Areas finalized were:

i) Parameters for Individual KRAs

KRA	**Remarks**
Research Papers	3 research papers in an Academic year. One Research Paper to be written by faculty along with students
Arranging Guest lectures and Interface with CEOs Departmental Workshop/Seminar in lieu of Guest Lectures for Semester IV	One guest lecture per subject per semester
Attending Conferences/Seminars	One each semester
Conducting/Attending Management Development Program	Once in a year
Consultancy Program	Once in a year

ii) Group KRAs

KRA	Remarks
International Seminar/Conference	Participation in National/International Seminars/ Conference in a semester
Faculty Development Program	Participations in FDP
Industrial Visits	Once in a Semester
Student Enrichment Program	3 in each semester
Rotaract	Installation Activities Meetings Records
CSR	Founder's Day Thanksgiving Week Rev. Dada's Bday Mahayagna Tree Plantation
Sanctuary	Themes Records Attendance Impact
Alumni	"Setu" Alumni Meet
Hero Days/Cultural events	Co-ordination and Execution

Avishkar	Hosting the program
	Ensuring research Participation
	Research Competition
	Case Study competition

6.2 Strategy Development and Deployment

6.2.1

Perspective/Strategic plan and Deployment documents are available in the institution

Response:

The Perspective Plan was prepared by the Director in consultation with the Board of Management and then presented to faculty. The achievement of goals is monitored and necessary documents are maintained in the adminitrative section. The plan is also displayed on the institutional website.

Broad Targets	Areas of improvement	Outcomes Achieved	To Be Done
Living the Vision: Become an established name for promoting holistic development of students	Academic Excellence	Formation of Academic Monitoring Committee	Setting up a Capability Enhancement centre
	Technology in Pedagogy	Moodle [2016] LCS [2017] Smart Classroom[2017] Koha [2017]	
	Certificate courses	Certificate Courses [2012 onwards]	
	Institutionalizing Sanctuary	Sanctuary Syllabus framed [2014]	
	CSR activity with measurable results		Formal Tie up with corporates to have structured contribution in CSR
	Recruitment of faculty with doctoral work	4 faculty members recruited with Ph. D/ pursuing Ph. D	Faculty Exchange Programmes with foreign Universities
	Enhancing Faculty competence	Formal appraisal systems with KRAs [2016] FDPs & International	

		seminars	
	International Placements	International Placements from 2012	
Rightsizing MBA and adding new academic programmes	MBA Shift II to be Closed	Closure of Shift II [2016]	
	Starting BMS programme		BMS [2018 -19]
Quality Enhancement	ISO	ISO certification was continued with vigour	
	NIRF	NIRF has been applied for	
	NAAC	NAAC [2017]	
	NBA		NBA – 2019
Build a system for promoting Research	In house Journal	DAWN [2013]	
	Setting up IPR	IPR Cell in 25 Nov 2013	
	Research Centre	Research centre [2017]	
	Research work - KRAs	Research included as KRAs for staff [2016]	
	Joint Research efforts by students and staff		Joint Student – Staff Research [2018 -19]
	Hosting Avishkar [SPPU prog - innovative research ideas]	Avishkar hosted [2016]	
	Research Fund / Funding from SPPU/UGC		Research Fund / SPPU/UGC (2f)
	MOUs with foreign universities for collaborative research		Funding (2018-19) Efforts in progress
Augmenting Financial Resources	MDPs and Consultancy	MDPs undertaken [2016] Consultancy Work [2017]	
Increase alumni involvement in the Institute's development	Alumni Association to be registered	Setu Alumni Association registration [2017-18]	
	Having alumni on different bodies	Membership in Academic Committee	
Internationalization Processes	MOUs with colleges/ institutions having international tie ups for globalizing institutional activities	MOUs in 2012 and others signed for Faculty exchange	MOU with a foreign university [2018-19]
	Faculty Exchange programmes		Faculty Exchange programmes [2018]
Stronger Industry – Academia Tie ups	Membership of professional bodies	Membership of MCCIA [2012]	Capability Enhancement Centre (MBA ++)

	Strengthening tie ups with Industry and setting up an industry sponsored center for leadership for women	DCCIA [2015] NIPM [2017]	
	Tie up for CSR		MOUs for CSR and scholarship for students
Improvement in Governance	E services in administrative work	ERP systems - Vriddhi	
	Inducting members from IIMs and reputed businessmen on the Governing Board	Members with professional background/business acumen inducted	
Infrastructural Development	Gymnasium	Gymnasium [2017]	
	Landscaping	Landscaping [2017]	
	Break out Spaces	Break out Spaces [2017]	
	Completion of 5th Floor	Completion of 5th Floor [2017]	
Green Practices	Solar Panels	Solar Panels[2017]	
	Rain harvesting	Rain harvesting[2017]	
	LED Lights	LED Lights [2017]	
	Others		
Upgrading IT Facilities	Network Access Storage for Central Data Storage		(2018-19)

File Description	Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

6.2.2

Organizational structure of the institution including governing body, administrative setup, and

functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

6.2.3

Implementation of e-governance in areas of operation

1. **Planning and Development**
2. **Administration**
3. **Finance and Accounts**
4. **Student Admission and Support**
5. **Examination**

Response: A. All 5 of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
ERP Document	[View Document](#)
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	[View Document](#)
Any additional information	[View Document](#)

6.2.4

Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

The institute has a Research Committee which is effectively working since June 2012. The Research Committee meets periodically and reviews the research oriented activities. One such activity was starting a Research Journal.

In the beginning of the academic year 2012 the senior faculty members discussed the status of research in the institute. They felt that it is now necessary to start a forum focusing on research. The common consensus was to promote faculty members to think in terms of research and also start contributing towards research articles and register for Ph. D.

In the subsequent meeting many ideas were floated, one such idea was to start a Research center and

encourage faculty to contribute towards research, and can generate funds for research; which was then opposed by other members stating that the institute is too young to start a research center.

Dr. Halale came up with the suggestion and proposed to start a Research Journal; he added that this will provide a platform to contribute in research. This idea was well received by the other members. In this meeting the deliberations were done to address some issues like:

i. What would be the procedures to start a research journal?

ii. How to get ISSN no. for the journal?

iii. The major guidelines for preparation of journal?

iv. What could be the name of the Journal?

v. Should it be biannual or annual?

vi. What would be the cost of publishing?

vii. Whether it can be online journal or published journal?

viii. How much time it will take to be ready for publication?

In this meeting the idea of starting the research center was dropped and the idea of starting the in-house research journal was unanimously accepted. Different tasks were assigned inline with the above context. And at the next meeting all the above listed issues were to be resolved. Also members were asked to come prepared with their ideas for naming the journal and when can this journal be launched. Finally in November it was finalized with the name "DAWN" to be given for the journal. The first published journal was launched in the international conference hosted by the institute in the month of January 2013.

File Description	Document
Any additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

The institution has effective welfare measures for teaching and non-teaching staff

Response:

Welfare Initiatives for Class IV:

1. Uniforms and Clothes are given to them every year by the institute

2. On special occasions like 2nd August, 25th November and in February every year Money and Grocery worth Rs. 1500/- is distributed to each employee. They are also treated to sumptuous lunch and goodies on such days.

3. Festival gifts are distributed during Diwali

4. Advance Salary is given during Diwali

5. Provident Fund contribution for class IV and for those who are earning less than Rs.15000/-per month.

Health Services

1. Institute has MOUs with hospitals like KK Eye Institute, Inlaks & Budhrani Hospital and Shanti Clinic for providing health services for its staff at subsidized rates and at times free of cost. These include Diagnostic services, Pathology tests, Angiograms and Angioplasty and similar such services.

2. In association with the hospitals free Eye Check ups and Health Check-up camps, workshops for creating awareness for better health are arranged for the staff members. The Hospitals do not insist on deposits before admission for staff admitted in such hospitals.

3. All employees are covered under Group Insurance

Other Initiatives

1. Training Programs (English Communication classes, Computer Literacy, Moodle etc) are arranged by the institute for both teaching and non-teaching staff.

2. Stress Management Programs, Meditation and Yoga workshops are organized for staff members.

3. Extended maternity leaves and permission to leave early (4 Hours) for lady staff members whose children are below one year is given.

4. Faculty members pursuing research are entitled to purchase books required for the research work and the amount can be reimbursed by the institute.

5. Birthday celebrations of the staff.

File Description	Document
Any additional information	[View Document](#)

6.3.2

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

Response: 100

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

2016-17	2015-16	2014-15	2013-14	2012-13
13	13	16	16	12

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years	[View Document](#)

6.3.3

Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 4.8

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
6	5	2	5	6

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	[View Document](#)
Any additional information	[View Document](#)

6.3.4

Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 9.23

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
02	04	00	00	00

File Description	Document
Details of teachers attending professional development programs during the last five years	View Document

6.3.5

Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

Performance appraisal systems exist for both teaching and administrative staff.

Faculty

i. Faculty fill the self-appraisal forms at the end of every semester

ii. Faculty is assessed against fixed KRAs such as:

a. Research Contribution.

b. Attending Conferences/Seminars/MDP/FDP

c. Arranging Guest lectures and Industrial Visits

iii. Besides KRAs, student's feedback is collected and analyzed at the end of every semester to assess performances.

iv. The Director provides one to one feedback along with combined inputs from the students and self-appraisal forms.

v. In case of new recruits the performance appraisal is carried out within a month of their joining and feedback is given by the Director for their continuation.

Non-teaching staff

The performance appraisal is done at the end of the academic year based on their job specifications. The

Performance Appraisal for Registrar, Librarian & IT Department is done by the Director whereas for the Administrative and Class IV staff the performance appraisal is done by the Registrar.

Criteria for Non - Teaching Staff

1. For Administrative Staff- other than technical skills and task related performance, support provided to the stakeholders and behavioral aspects are assessed.

2. For Librarian- Other than the skills required by the librarian, he/she should be able to use open source software in the library and provide support to students. The performance appraisal is also based on the student's feedback.

3. For IT- Technical skills for handling the computer lab and providing assistance to the students and faculty as when required; helping in technical upgradation in the IT lab and use of open source software.

4. For Class IV - Behavior with the stakeholders, regularity, courtesy and task oriented aspects are analyzed by the Registrar to assess their performance.

File Description	Document
Any additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal and external financial audits regularly

Response:

The institution has an External Auditor (AMB & Co.) appointed as the Statutory Auditor. The external audit is conducted once in a year and the audit report is furnished on completion of the audit.

The institute has an internal audit committee comprising of three faculty members. The committee members for the last five years were:

Year	Committee Members
2016-17	Vaishali Patil, Soumyakant Dash and Tanya Malik
2015-16	Ritu Dange, Smita Mehedale and Tanya Malik
2014-15	Ritu Dange , Satish Belhekar and Prabha Sampat
2013-14	Ritu Dange , Smita Mehendale and Soumyakant Dash
2012-13	Satish Belherkar, Soumyakant Dash and Ritu Dange

The internal audit committee checks the following:

1. Cash Register.

2. Checking of Cash on a surprise basis.

3. Petty Cash Payments.

4. Bank Reconciliation Statements.

5. Due date adherence with respect to various Acts applicable to the institute.

5. TDS payments and filing of TDS returns.

6. Procedure for acquiring fixed asset.

7. Utilization of grants received from university/parent body/industry/ individuals

8. Vouching of receipts and Payments

The mechanism for settling external audit objections: The external auditor prepares the final query sheet and e mails it to the Registrar/Chief Accountant. The queries if having a material impact on the financials or requiring a change in the method of reporting are put forth to the Director. The Director meets the audit team, along with the Chief Accountant and queries are resolved and corrective measures, policy changes are initiated. The other audit observations /queries are settled through email exchanges between the audit team and Chief Accountant (Registrar).

The mechanism for settling internal audit objections: The internal audit committee communicates any lapses in the internal control system to the Director on a case to case basis. The Director convenes a meeting that is attended by the Internal Audit Committee and Chief Accountant. The Issue is brought up and reasons for the lapses are noted. The committee suggests steps to mitigate such lapses which after approval from Director are immediately enforced.

The following audit objections were raised by the internal committee in the said Years

Year	Internal Audit Qualified Points	Reason for Lapses	Corrective Measures
2011-12	TDS notices	Inaccurate PAN	Correct PAN was collected and revised returns were filed.
2012-13	TDS notices	Inaccurate PAN	Correct PAN was collected and revised returns were filed.
2013-14	Cash Register not maintained for the month of June – August	The Accountant is busy with the fees collection during these month and did not have the time to	Tally printout of the cash ledger be pasted in the register hence forth.

		manually write in the register	
2014-15	TDS notices	Inaccurate PAN	Correct PAN was collected and revised returns were filed.
2015-16	TDS notices	Inaccurate PAN	Correct PAN was collected and revised returns were filed.
2016-17	Fees in cash accepted in November and same was deposited in the bank after 5 days	Bank holidays	100% fee collection through net banking.

External Audit: We have received clean reports this far.

File Description	Document
Any additional information	[View Document](#)

6.4.2

Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

Response: 17.63

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
1.87	4.02	6.54	2.10	3.10

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	[View Document](#)
Any additional information	[View Document](#)

6.4.3

Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

Resourcefulness, being one of the core values shows the commitment that we have for effective mobilisation and optimal utilisation of resources. The institute has adopted various policies, procedures and practices and is continuously upgrading the same to achieve said objectives. Major practices followed by the institute are:

1. Major capital expenditures for expanding/improving the facilities in the institute are paid for by the Parent body (Sadhu Vaswani Mission). Apart from that any revenue deficit for the year is covered by the parent body in the form of Loans without interest.

2. The institute has a proper procedure in place with respect to Purchases:

- The institute has a list of the contractors supplying to the parent body (as they aware of the charitable objectives of SVM, they are willing to supply at a price lower than the market price.)
- The institute contacts the vendors and calls for a quotation from each.
- A minimum of three quotations are called for and the vendor with lowest quote is given the order.
- Payment is usually done after 15 days of delivery.

3. The fees collected are kept in the form of fixed deposits with the Sadhu Vaswani Mission (Parent body). We enjoy a higher than bank interest rate on such deposits.

4. Petty cash is maintained only up to Rs. 1500/- and the remaining collection is deposited in the banks on daily basis.

5. Earmarked grants from SPPU have been judiciously used for expanding the IT infrastructure of the institute. The institute has been granted funds from the SSPU for meeting major expenses in relation to international conferences and Faculty Development Programmes conducted every year.

6. The institute has been availing sponsorship and donation from corporate houses, industrialists and individuals for international and other seminars

7. Corporates have also helped by serving as hospitality partners for our speakers [international conference] while SYSKA has replaced electrical fittings with LED lights and solar panels too have been sponsored by a kind donor.

8. The institute approaches philanthropists and individuals for providing scholarships to the meritorious but needy students. Syska Pvt. Ltd. for example has consented to support education expenses for 15 students every year.

9. The Director and the faculty members have been conducting Management Development Programmes (MDP) and providing consultancies to generate resources.

File Description	Document
Any additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

The Institute is already ISO 9001:2015 certified and follows ISO standards. Under ISO, institute had a Quality Steering committee to assure quality functioning in the work. Institute has established its IQAC in August 2017. At SVIMS IQAC translates quality as easy to access, cost effective and centralized. So it was decided to use Open Source Software for smooth functioning in the institute. The IQAC members came up with several new ideas for quality assurance. Presented below are two suggestions:

1. Library- KOHA

2. Document Management System- DMS

1. Library- KOHA

Earlier at SVIMS library used SLIM & VRIDDHI software for its smooth functioning, which were payment based and it had certain limitations. In order to overcome those limitations the librarian came up with a cost effective alternative KOHA. This is an Open Source Software which is tried, tested and is used extensively in the libraries worldwide. The institute takes pride in taking such an initiative without any support from IT professionals. KOHA was installed with the help of online instructions by their team. KOHA is a full featured Integrated Library System which allows the user to modify the product to adapt it to his/her needs. By adopting it, the library becomes the "joint owner" of the product. In particular, the library can freely install new versions and the users (Students and Staff) have access to KOHA from any remote place. It meets with quality assurance standards because it fulfills the features like centrality, easy access and cost effective which have been identified by SVIMS IQAC.

2. Document Management System- DMS

The institute used to keep records of all the official documents in digital format. But if the faculty needed any document they had to rush to office to get the details and it was time consuming and caused delay in work. So it was decided that the institute required a better and less time consuming solution to this administrative delays. As a result the administrative department came up with a suggestion to introduce an open source software which can be used centrally by all the staff as per their requirements. After considerable search the administrative staff proposed Document Management System (DMS) which was subsequently implemented.

DMS is a system that keeps a track, manages and store documents and reduces paperwork. This system is capable of keeping a record of various documents of students and staff. Some important features of DMS are as follows:

- Documents Input

- Document Indexing
- Document Search

The above features make it easy to access the documents from anywhere within the institute which saves time and maintain a data base of documents. These database help us to get the information of the stakeholders since 2010 and has been extremely helpful in maintaining and retrieving the necessary document as and when required.

File Description	Document
Link for Additional Information	[View Document](#)

6.5.2

The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

As a part of IQAC initiatives the following practices have been introduced and implemented in Teaching Learning Process–

The institute had a system wherein the HOD regularly monitored teaching learning process. The system required a lot of manual documentation and analysis to be done. The IQAC suggested that we can adopt an IT mechanism which will result in accountability & Transparency in the system. Keeping these two objectives in mind it was decided to invest in lecture capture system to bring high-tech education.

Reform 1- A Lecture Capture System was then introduced so that the lectures can be accessed by the students, even if they are not present physically in the classroom. Since the institute has wi-fi connectivity within the campus students can use the system to return to and review previous lectures that may have been on a particularly difficult topic/s or to simply use it for revision purposes. It was also targeted to the students who find it difficult to grasp or absorb things in one classroom session. It was realized that if it is repeated as many times as students wanted it can be done to strengthen their learning.

IQAC has done a benefit analysis and identified several benefits of lecture capture system to the stakeholders, as follows:

1. Students can raise questions for the respective lecture.

2. Instant feedback from students can be received by the faculty on particular topic.

3. Teaching- Learning becomes effective.

4. Database can be maintained, so that old lectures by the expert faculty/industry expert can be accessed whenever required.

5. More student engagement can be achieved.

6. HOD, Director or Academic Council can access and appraise the lecture.

Reform 2- Quality Assurance initiatives were also introduced with the help of new IT software "Syllabus Tracker". Immediate evaluation of the faculty course coverage, presentation and students feedback can be ascertained with the help of Syllabus tracker. It has features like syllabus planning, evaluation process, time-table and learning outcomes. All these features can be monitored by HOD and Director to ensure that the syllabus is covered timely by the respective faculty as per the planned schedule. Even if the faculty declares that the syllabus is completed in the class room the students can immediately comment on this if the syllabus is incomplete.

6.5.3

Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 2.6

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
5	2	1	4	1

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	[View Document](#)
Any additional information	[View Document](#)
IQAC link	[View Document](#)

6.5.4

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**

2. **Academic Administrative Audit (AAA) and initiation of follow up action**

3. **Participation in NIRF**

4. ISO Certification

5. NBA or any other quality audit

Response: C. Any 2 of the above

File Description	Document
e-copies of the accreditations and certifications	[View Document](#)
Details of Quality assurance initiatives of the institution	[View Document](#)
Any additional information	[View Document](#)

6.5.5

Incremental improvements made during the preceding five years *(in case of first cycle)*

Post accreditation quality initiatives *(second and subsequent cycles)*

Response:

Towards the quality enhancement process, SVIMS has very carefully introduced the following:

Excellence in Teaching - Learning

Technology in Teaching & Learning

- MOODLE for better student engagement
- Lecture Capture System introduced
- Smart Classroom facility introduced
- The institute has Institutionalized Session Plan to be practiced by the faculty.
- Syllabus Tracker for immediate evaluation of course coverage, students' feedback etc.
- Sanctuary syllabus framed
- VRIDDHI ERP is used to monitor Admissions, Fees and attendance of the students as also administrative work.

Resource Mobilization - Industry Connect

- MOUs with corporates for training, consultancy and collaboration.
- Management Development Programs and consultancy are organized by the institute to mobilise funds
- The institute applies for Quality Initiative programme funding from SPPU
- Corporate funding for upgradation of our gym and replacing all our electrical lights with LED by Syska Pvt. Ltd.
- Setting up a Capability Enhancement Centre, completely funded by industry
- Membership of professional bodies like DCCIA, MCCIA, SHRM & NIPM for strengthening ties

with Industry

Staff development and facilities

- Faculty Development Program organized; faculty are encouraged to attend FDPs organized by other institutions
- Faculty has been encouraged to take up doctoral work. Accordingly five faculty members over time took up Ph. D course work.
- International seminars have been organised
- Group insurance introduced
- MOUs with hospitals for medical facilities

Library Services

- KOHA- Library is equipped with KOHA and allows remote access to library resources .
- EBSCO, J-gate database, NPTEL and other e-resources installed
- Institutional membership with other libraries

Infrastructure

- Gymnasium- upgraded
- Landscaping work undertaken
- Fifth floor has been added to the building

Research and Development

- Started in house Journal "DAWN"
- Established a Research Centre
- Set up IPR cell
- Making Research work a part of KRAs
- Hosting Avishkar [SPPU] program that focuses on innovative research ideas

Students' Development

- Setting up Entrepreneurship Cell
- International Placements
- Scholarships for students through philanthropistsand MOU with Syska which has promised to sponsor education of 15 students every year
- Certificate and value added courses conducted to enhance employability
- MOUs with corporates for internships and placements
- Student enrichment programmes introduced

Governance

- Advisory Board- Strengthening of Advisory Board by meeting periodically and planning for admissions and scholarships for students, for the academic year.
- ISO certification and continuation with NAAC
- e –governance through VRIDDHI and open source software like TRELLO, Document

Management System and Knowledge Management System

Alumni

- Alumni Association registered.
- SETU- newsletter for alumni of SVIMS.

Green Practices

- Solar panels have been installed.
- Rain-water harvesting in the premises
- The entire building has LED Lights
- MOUs for green initiatives

File Description	Document
Any additional information	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Number of gender equity promotion programs organized by the institution during the last five years

Response: 22

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
6	8	3	3	2

File Description	Document
Report of the event	[View Document](#)
List of gender equity promotion programs organized by the institution	[View Document](#)

7.1.2

   1.**Institution shows gender sensitivity in providing facilities such as:**

      1.**Safety and Security**

      2.**Counselling**

      3.**Common Room**

Response:

The institute is committed to ensure the security and safety of its students and employees and takes all reasonable and practicable steps to ensure a safe environment.

Safety and Security initiatives for Students and staff

- The Institute has concrete boundary walls which are properly fenced. The security guards patrol the whole premises round the clock.

- Telephone connectivity is provided at the main gate of the institute so that the guards can inform the office/Director in case of authorised/unauthorised entry or emergency.
- Unauthorized entry is not allowed hence visitors have to collect visitor passes from the security guard at the gate.
- To prevent unauthorised vehicle entry to the premises stickers are provided to the students and staff and the admin office maintains the details of registered vehicles.
- Vehicles are restricted to be parked after office hours in the parking.
- Students are not allowed to enter the premises without their identity cards.
- CCTV Cameras are installed at different points such as entry/ exit, class rooms, parking area, common passages in the premises and we ensure that they are functional at all times.
- Police verification is done for the class IV employees.

- Institute deputes staff members for ensuring safety of students while going out of station for industrial visits or extracurricular activities. It is mandatory for the students to call or text back after reaching home.
- Male staff is oriented at the time of their joining that they should treat students as their sisters/daughters. They are strictly advised not to call any student alone in their cabin and to maintain social distance while having any conversation with them.
- As a matter of safety students are strictly told during their orientation program that they should not carry large amounts of cash or expensive jewellery.
- Prior notice is given to the students in case of any alteration in the timetable.
- We abide by the provisions of Prevention of Sexual Harassment Act.

Activities for promoting women safety issues:

- Workshops, seminars and lectures are regularly conducted on Gender Violence, Legal Literacy, Sexual Harassment, Women Empowerment, Developmental Issues, cyber security and women equity programs.
- Half the Sky seminar was organized related to women's safety and security.
- Self-defense classes are conducted for our students.
- Students are directed and guided for installation of women safety App in their mobile phones in which concept of personal safety is kept in mind.

Counselling:

- Students are counselled by our in house counsellor for their personal or academic related issues. The counsellor addresses their problems related to anxiety, stress and social issues.
- MBTI tests are conducted by the counsellor who guides them in choosing their career as per their personality traits.
- Mentors provides guidance to the students, related to their personal/ academic issues and provides direction and feedback.

Common room:

- The institute has well ventilated, spacious, common room for the purpose of relaxation.
- Break out spaces are available for students on every floor.

7.1.3

Alternate Energy initiatives such as:

    1. **Percentage of annual power requirement of the Institution met by the renewable energy sources**

Response: 100

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 80000

7.1.3.2 Total annual power requirement (in KWH)

Response: 80000

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	[View Document](#)
Any additional information	[View Document](#)

7.1.4

Percentage of annual lighting power requirements met through LED bulbs

Response: 100

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 37476

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 37476

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5

Waste Management steps including:
- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

The Institute's waste management policy focuses on the practice of employing three basic strategies reduction, reuse and recycling.

- Dry and wet wastes are kept in separate containers.
- Incinerators are installed in girl's washroom for disposal of sanitary napkins.
- Solid wastes are not dumped in river bodies or stagnant water.
- Under paper waste management we reuse the blank side of printed papers and we make bags from old newspapers.
- Lectures are arranged for garbage management by Pune Municipal Corporation officials.

The Institute has MOUs with

1. Inlaks and Budhrani Hospital for conversion of organic material waste into biogas and for use of STP.
2. SWACH for collection and recycling of E waste.

- Dry leaves in the campus are collected together in a container and converted to compost. Institute has a tie up with Brown leaf too for disposal of brown leaves.

- Events are organized to create awareness for Waste from Best and Plastic free week challenges.

File Description	Document
Any additional information	View Document

7.1.6

Rain water harvesting structures and utilization in the campus

Response:

Pune has recently been facing severe water shortage problems. The Institute has therefore taken proactive steps towards collecting and conserving water by resorting to rain water harvesting. We have installed recharge filter and direct confined recharge pit system as per norms of Pune Municipal Corporation.

Some details:

Technology used: Confined aquifer recharge, direct recharge through concentric filter media

Capacity of the filtration unit: 4.00 CUM/15 min

Rainfall endowment: 4006 Ltrs/ 15 min

Water balance: 448745 Ltrs/annum

Methodology: Confined aquifer direct recharge

Rainwater Endowment Estimation is shown in the below table

Catchments	Area of Catchments (Sq.mt)	Average annual rainfall in mt	Rainwater Endowment	Actual Quantity available	Run off hourly rainfall intensity 25mm/15min(cu m)
Coverage area	712.2946	.7	498.606	448745.567	4.007
Grand total				448745.567 lt/annum	4006 ltr/15min

File Description	Document
Any additional information	[View Document](#)

7.1.7

Green Practices
* **Students, staff using**
a) **Bicycles**
b) **Public Transport**
c) **Pedestrian friendly roads**

- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

The Institute is conscious about green environment and regularly conducts lectures/ workshops to encourage green practices:

- Workshop on making of Eco Friendly Ganapati idols, Bio Degradable toiletries and eco-friendly bags from newspapers are conducted.
- Swachh Bharat Abhiyan and poster competitions are organized.
- Rotaractors participate in river cleaning programmes under the aegis of Rotary Club [Central] and Indian Maritime Foundation and other initiatives to save water [especially during Holi Festival]
- Students are encouraged to use public transport. PUCs are checked for students and staff once every six months.
- Usage of plastic cups and poly-bags are strongly discouraged. Plastic free week challenges are held.

The institute promotes paperless academic and administrative functioning by using:

- Vriddhi software for online attendance record maintenance, fees etc.
- Online Students' feedback for teaching-learning process
- Circulation of notices via e-mail and use of print out papers is minimized.
- Connect Sethu is the monthly E newsletter of the institute which is sent by emails to the Alumni
- Library resources are managed on KOHA software
- Biometric system for teaching and non-teaching attendance.
- Tally software used for maintaining of all Financial transaction records

Other Initiatives

- All ordinary lights are replaced with LEDs. Students and staff are requested to use staircase instead of lifts.
- The Institute has Green landscaping with trees and plants and encourages the awareness of tree plantation among students and staff.
- The Institute as a policy does not offer real flower bouquets to guests during events. Instead saplings are offered or other forms of mementos.

File Description	Document
Any additional information	[View Document](#)

7.1.8

Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0.09

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
.09	.18	.02	0	0

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	[View Document](#)
Any additional information	[View Document](#)

7.1.9

Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. **Physical facilities**
2. **Provision for lift**
3. **Ramp / Rails**
4. **Braille Software/facilities**
5. **Rest Rooms**
6. **Scribes for examination**
7. **Special skill development for differently abled students**
8. **Any other similar facility (Specify)**

Response: C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	[View Document](#)
link to photos and videos of facilities for Divyangjan	[View Document](#)

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 2

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
00	00	01	00	01

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	[View Document](#)
Any additional information	[View Document](#)

7.1.11

Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 19

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
6	4	3	3	3

File Description	Document
Report of the event	[View Document](#)
Details of initiatives taken to engage with local community during the last five years	[View Document](#)

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	[View Document](#)

7.1.13

Display of core values in the institution and on its website

Response: Yes

File Description	Document
Provide URL of website that displays core values	[View Document](#)

7.1.14

The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	[View Document](#)

7.1.15

The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Any additional information	[View Document](#)
Provide link to Courses on Human Values and professional ethics on Institutional website	[View Document](#)

7.1.16

The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Any additional information	[View Document](#)
Provide URL of supporting documents to prove institution functions as per professional code	[View Document](#)	

7.1.17

Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 10

File Description	Document
List of activities conducted for promotion of universal values	[View Document](#)
Any additional information	[View Document](#)

7.1.18

Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

Our country is a land of people from different cultures, languages and ethnicity. SVIMS believes in promoting unity, harmony and inclusiveness through celebration of different National festivals in the premises.

In the sanctuary students pay tributes to great national leaders/ personalities who have made sacrifices and thus show gratitude to them and their work we conduct various competitions and activities during national festivals and observance of birth / death anniversaries of great Indian personalities/ leaders.

The Institution organises and celebrates following National festivals and birth/death anniversaries of the great Indian personalities.

File Description	Document
Any additional information	[View Document](#)

7.1.19

The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

We ensure transparency by providing access to relevant information to concerned stakeholders.

A. **Financial Transparency**

1. Budgets and Expenditure decisions:

- The faculty with the guidance of the Registrar and Director collectively deliberate on the purpose of each financial decision to be taken.
- Meetings involving all members are held to discuss and raise budgetary requirements for academic and non-academic activities; various grants and QIP funding received or expected are discussed along with listed requirements.
- With guidance from the Director, the Registrar in consultation with the respective HoD draws up the final budget which is implemented through a well-defined mechanism.

2. Quotations :

- Each functional domain furnishes its requirements.
- On approval, a minimum of three quotations are sought from different vendors.
- While quality is non-negotiable, the lowest quotation is finalised by team members with guidance from the Director.

3. Internal and External auditors verify accounts as mandated.

4. The detailed fee structure and availability of different types scholarships are displayed on the Institute's website.

B. Academic Transparency

We believe transparent collaborations helps foster better academic performance.

- Transparency in Learning and Teaching is implemented through conscious effort and a well-designed teaching framework. The Academic Calendar is shared on the Institute's website.
- Faculties share their resources and ideas with students' which include detailed information on the scheme of marks, evaluation process besides model questions.
- As regards Continuous Internal Evaluation, the schedule is displayed at the start of the semester in line with SPPU guidelines and Institute specific norms.

- For grievances regarding marks /exams students are encouraged to meet respective HODs for redressal.

- Periodic feedback on faculty teaching and the syllabus is taken from students and the same is analysed and shared with faculty.
- We follow a system of academic audit monitored by the HOD and reported to the Director. Faculty members are informed about their performance evaluation criteria and Key Result Areas (KRAs) in the beginning of the term.
- Students are on the Academic Council and Library Committee to represent their views.

C. Transparency in administrative and auxiliary functions

- We are transparent in our administrative functions wherein we implement policies and practices are as per the Institutes' Code of Conduct. The institute website displays the list of people on the Management Board, Teacher Profiles, Academic and Placement details, Admission procedure, Infrastructure list, Conferences and Events details. We also display the Admission Merit List and Minority list on the notice board during the period of admissions.

- For Student and Staff Welfare, we have various committees like Anti- Ragging, RTI, Prevention of Sexual Harassment, Grievance Redressal and SC-ST Committees. These committees include students and staff representatives as mandated.
- In SVIMS, we follow the principle of participative management and collective decision making for our administrative and academic practices.
- Our coordinators are rotated annually to ensure that everyone gets proper exposure to the functioning of multiple domains.

7.2 Best Practices

7.2.1

Describe at least two institutional best practices (as per NAAC Format)

Response:

Best Practice-1

1. Title of the practice: SANCTUARY- ART OF LIVING

2. Objectives of the practice:

- To sharpen the ethical and moral fibre in students nurtured through value education
- To inculcate among students' empathy and universal values of love, forgiveness, humility, selflessness et al and thus make them worthy human beings

Intended outcomes of this practice:

Shaping a generation of ethical and effective women leaders with strong moral values, holistic attributes and life skills to help them make a positive contribution to national development

What are the underlined principles or concepts of this practice?

Education must build character and competence. Character building education is the key to unlocking youth power to make positive societal contributions.

The context –

- Current education is an exercise in crass commercialization. It is spiritually and socially impotent and does not train the individual to use knowledge for the larger welfare of the community. Our revered Founder believed that education is an exercise in man – making. It must enrich the youth with vital truths of modern life and simultaneously make them lovers of Indian ideals, values and culture. Hence a special emphasis on value based moral education and character building is emhasised upon in our brand of education.
- Designing 'Sanctuary' curriculum in a comprehensive way incorporating moral, social and practical values and delivering it to young minds in a simple and appealing way posed a challenge
- Catering to students from diverse cultural, socioeconomic and religious backgrounds while staying rooted to our theme of 'building a better society on values'
- Establishing tangible outcomes
- Motivating students to participate and contribute to this program

3. The Practice

Describe the practice and its uniqueness in the context of Indian higher education. What were the constraints/ limitations, if any faced.

The vision itself calls for best efforts to use SANCTUARY-Art of Living program as a platform for inculcating ethical values and empower girl students to take on leadership roles in society.

SVIMS is the only B School under the umbrella of SPPU committed exclusively to value based higher education for girls which incorporates developing emotional and spiritual intelligence besides providing professional and personal values as part of its curricula with the core theme being 'social transformation based on respect, reliability, resourcefulness and reverence for life'.

Research says that the difference between great and outstanding leaders is just one – empathy. Our Institute distinguishes itself as a management school for women that is committed to shaping youngsters to pursue managerial excellence and beyond - providing them attributes in character building, empathy and a spirit of service (Seva) towards the nation and humanity.

Developing further upon the natural orientation of women i.e. towards heart-led leadership, who are nurtured and enter society as adults who care, empathize and are sensitive while performing a role.

Participative approach with the coming together of all teachers and students in a common space everyday sharing experiences verbally, through presentations or speaking on a selected theme. The highlight of this practice is enthused engagement and encouragement students receive through peer level interaction; use of demonstration effect (real examples of today; from the lives of Indian icons from history and various

domains of life); guidance and mentoring from teachers

We have seen constraints as opportunities to make a difference to society and personal lives of girls:

1. In the formative stages of the program framing of a syllabus based on our Founder's vision and attaching tangible outcomes to the program posed a challenge.
2. To incorporate Indian management values by creating a sense of unity, creating cultural sensitivity and promoting gurukul culture needs a strong commitment and acceptance among the stakeholders.
3. To keep the structure and themes simple, appealing, neutral and secular
4. To work committedly knowing clearly that the outcomes of Sanctuary – Art of Life are meant to impact society in the mid to long term as students move out of the Institution and engage in various domains of life; to understand that the tangible rewards of this program are not going to be all visible during the life of the pupil in the Institute – they will be seen more and more in her life outside.

4. Evidence of Success

Our students and teachers carry these values in their corporate lives and families. It awakens a new consciousness and a sense of self-introspection among them and they are motivated to contribute to a higher cause.

Sanctuary allows students to contemplate on ideals and seek answers to a number of youth-related problems. Students and teachers read rich literature on Indian saints, values and spirituality to prepare for Sanctuary talks. This has a salutary effect on their moral fabric.

Success of Sanctuary:

- The Institute has never faced any form of negative activity in the covert and overt behaviour of the student community
- No incidence of ragging, clashes have been witnessed
- There is a feeling amongst the students of collective sensitivity and responsibility, emotional bonding and multicultural acceptance.
- Students have shown respect for diversity and human issues and have worked as a team in support of social causes.
- Interactions with alumni and senior professionals within corporates indicate that the students who have passed out from the institute exhibit values and ethics.
- The institute has used a questionnaire to evaluate its contribution in inculcating values and attributes and changes it has on the students' outlook and values. The results are very positive and have propelled us into committing greater energies in making Sanctuary even more impactful.

5. Problems encountered and resources required

- Space dynamics: To conduct a regular session of Sanctuary for both first and second year students where they are seated together in a calm, spacious hall with audio visual facility was required, which has been developed.

- Building resources: The institute needed to build a collection of books and a good library to provide the necessary reading material relating to emotional, spiritual and leadership orientation of the students. Today the library has a wide range of books not only in these areas but also in areas that guided by legacy by the spiritual master of the institute.
- Mentoring support: Director and staff are well endowed and trained towards conducting the program. However, the new members need to be and are provided with guidance and material to understand the philosophy and execution of the program.

Best Practice-2

1. **Title of the Practice** : Rakt Daan, Jeevan Dhaan[Donate Blood, Save Lives]
2. **Objectives of the practice:**

a. Organize community based blood donation campaign and foster closer ties between SVIMS and our immediate community

b. Use our resources to generate awareness on Blood Donation and its significance in saving lives

Outcomes:

- Saving lives
- Closer engagement with the community
- Developing social sensitivities among students

Underlying concepts and principles:

Blood donation is a solidarity and lifesaving act. There is a need to educate people and enthuse them to donate blood. Students can use their management skills and knowledge [communication and social marketing] to influence behaviours. Such campaigns can help blend classroom teaching with service community initiatives.

The context: What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice? (150 words)

We see our community engagement initiative as a means to blend classroom instruction with civic participation. This can serve as an effective mechanism to engage students, faculty and community partners to bring about linkages between theory and practice, knowledge and action and resources of the institution for community service and development.

The challenges involved bringing about a change in mindsets and demystifying fears and myths about blood donation among healthy people. It also involved designing suitable appeals to help people willingly donate blood and contribute to social good.

3. The Practice

- The Institute organizes a blood donation campaign every year.The blood donation drive is organized at our premises in collaboration with Inlaks & Budhrani Hospital.
- We have collected 349 pints of blood from 2013

- Students devise various communication strategies and social marketing techniques to advertise about the campaign.
- Students, their friends, parents, faculty, employees in corporate offices located in and around Koregaon Park, police personnel in chowkeys, students and faculty in neighbouring colleges are approached to participate in the drive
- The blood is collected, stored and transported under hygenic conditions with the help of Doctors and para medical personnel from Inlaks and Budhrani Hospital
- People who are anemic are counselled about nutrition, diet and simple medication by doctors available on the premises
- All donors are registered and given certificates
- Donors are given refreshmentsafter donating blood

4.. Evidence of success:

The evidence of success lies in the fact that the blood collected, its components are used to save lives and restore health among the sick. It is gratifying to note that Inlaks & Budhrani Hospital is committed to charitable operations and the blood collected is also used for treating poor patients.

Success is also evidenced in terms of developing a sense of civic responsibility   among students and voluntary donors.

It has also created a sense of team work, organizational, managerial and leadership skills and ability among the students.

5. Problems Encountered and Resources Required

- Problems encountered are basically in terms of people's apathy as also myths and fears of donating blood
- Several people are rejected because they are anemic hence despite large turnout during the campaign it may not generate in large number of actual blood donations.
- The punishing schedule of a B School also poses a problem in terms of physically approaching people and undertaking follow up visits to convince people to donate blood.

File Description	Document
Any additional information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

SVIMS ensures equity, access to higher education, human resource development and capacity building for girl students. We endeavor to add a skilled workforce of women managers equipped with competencies and virtues of character. Our thrust on ethics and effectiveness, righteousness, harmonious coexistence and mutual understanding are making a positive difference to building peaceful homes, society and a progressive nation.

At a time when B Schools are shutting down, SVIMS a new entrant is pursuing the goal of excellence by providing holistic value education at affordable costs. While we excel in academic outcomes and placements, our pride stems from the goodwill we enjoy among corporates and in society. One of the testimonials says it all:

"We started to hire from SVIMS Pune two years back and our experience has been very encouraging. The fact that these students learnt their jobs very quickly is testimony to the academic inputs provided by the college. But more precious is the fact that they have blended very well into the company culture in a new country. The students from SVIMS stand out in their ability to stay grounded while demonstrating exceptional enthusiasm and commitment. With their zeal to learn and excel, each of them is proving to be valuable asset for the company".

Seema Hallon

Associate VP - Human Resources

Eros Group, Dubai |UAE

Our distinctiveness originates from our efforts in nurturing ethical and effective women employees. Education is a technique of transmitting civilization. To do so, it must enlighten understanding and enrich character. Character moulding is vital for it forms the basis of moral leadership.

Regrettably, there is miseducation as our current education exalts the intellectual but disregards ideals, values and ethics taking the moral aspect out of a student's personality. Consequently, today corruption has ousted honesty, non-violence has replaced violence and hatred overwhelms compassion.

Modern education disassociates the head from the heart. To correct this malady, we at SVIMS prepare students for life through a triple training of the Head, Hand and Heart. Our education incorporates the higher values of life and one that develops in students an attitude of reserve; an ability to sift clearly between the right and wrong.

Sadhu Vaswani, our patron saint and founder believed that true education must make students centres of light who must then kindle the light of love, reverence, compassion, humility and selfless altruism. To help our students become living temples of light, we have designed Sanctuary – a special course devoted to character building.

Desired inputs and interactions during these sessions help in inculcating the mind with noble ideas, which we believe have a salutary effect on the behaviour, habits and character of students.

Changing one part of a chemical formula, changes the nature of results. At SVIMS, we believe we are changing results by consciously investing in an education of the heart along with educating the head.

We are nurturing students to become creative resources with well-furnished minds and feeling hearts. This defines our pledged performance mission and positive contribution to society.

5. CONCLUSION

Additional Information :

The corporate relationships built up over the decades by our parent body have given us an initial base of industry partnerships which SVIMS has consolidated and increased over the years.

We have recently entered into an MOU with Jetsynthesis which has promised to set up a special Centre for Capability Enhancement of Women. The Centre will be funded by industry and will conduct courses such as Artificial Intelligence and others to nurture business leaders in new age business skills.

This Centre is scheduled to be started in February, this year and is expected to add a ++ to the MBA degree we offer. Besides, it will also offer contemporary business skills courses to women employees in corporates to help them become competitive, competent and capable of occupying top leadership rungs.

We also have been promised full scholarships for 15 students every year, by Syska Ltd. This will enable us to provide an opportunity to meritorious girl students who for want of finances are forced to abandon their aspirational goals.

We plan to forge ahead with some Foregin universitites to help add a compettive and differentiating edge to our educational endevaour.

Concluding Remarks :

Like any B School in Pune, SVIMS operates in a highly competitive and volatile academic scenario which has seen several institutions closing due to reduced intake. Our challenges are sharper and bigger given that we are a single gender institution. However we have and will continue to leverage the patronage of our turf in the academic space; we have and will stay true to our ideals of providing a character building education to empower women to ethically recontour the corporate scape.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	Number of certificate/diploma program introduced during the last five years 1.1.2.1. **Number of certificate/diploma programs introduced year-wise during the last five years** Answer before DVV Verification: *(see table 1 below)* Answer After DVV Verification : *(see table 2 below)*

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
6	2	2	2	2

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
5	2	2	2	2

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.3	Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years 1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
3	2	2	3	2

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
3	2	1	2	2

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.3	Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years 1.2.3.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
87	45	50	89	46

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13

63	15	8	23	14

1.3.2	Number of value added courses imparting transferable and life skills offered during the last five years 1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years Answer before DVV Verification : 31 Answer after DVV Verification: 08
1.3.3	Percentage of students undertaking field projects / internships 1.3.3.1. Number of students undertaking field projects or internships Answer before DVV Verification : 140 Answer after DVV Verification: 140 Remark : According to the HEI List of 143 students for 2016-17 is attached. The number of students for the academic year 2017-18 is 140 which was the the earlier input.
1.4.1	Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise Answer before DVV Verification : A.Any 4 of the above Answer After DVV Verification: A.Any 4 of the above
1.4.2	Feedback processes of the institution may be classified as follows: Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: A. Feedback collected, analysed and action taken and feedback available on website
2.4.2	Average percentage of full time teachers with Ph.D. during the last five years 2.4.2.1. Number of full time teachers with Ph.D. year-wise during the last five years Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
3	2	3	3	2

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
3	2	3	3	2

2.4.4	Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years 2.4.4.1. Number of full time teachers receiving awards from state /national /international level

from Government recognised bodies year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
6	4	2	1	1

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	2	0	0

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

2.4.5.1. Number of full time teachers from other states year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
4	5	5	6	5

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
3	3	3	4	3

2.6.3 Average pass percentage of Students

2.6.3.1. Total number of final year students who passed the examination conducted by Institution.
Answer before DVV Verification : 283
Answer after DVV Verification: 49

2.6.3.2. Total number of final year students who appeared for the examination conducted by the institution
Answer before DVV Verification : 300
Answer after DVV Verification: 56

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

3.1.1.1. Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
5.79	3.65	3.00	1.25	.50

	Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0.00	0.00	0.00	0.00	0.00

3.1.2	Percentage of teachers recognised as research guides at present 3.1.2.1. Number of teachers recognised as research guides Answer before DVV Verification : 3 Answer after DVV Verification: 03
3.1.3	Number of research projects per teacher funded, by government and non-government agencies, during the last five year 3.1.3.1. Number of research projects funded by government and non-government agencies during the last five years Answer before DVV Verification : 37 Answer after DVV Verification: 01

3.2.2	Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years
	
	   3.2.2.1. Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years
	Answer before DVV Verification:
	
	table1
	
	Answer After DVV Verification :
	
	table2
	
	   Remark : As per the HEI data in response attached to the Metric. The Cyber security has not been considered as basically it is protection system and the students are not programmers or developers and would be using only to safeguard data. The HEI has attached only ONE photograph of one of the lectures of Mr Gupte.

3.3.1	The institution has a stated Code of Ethics to check malpractices and plagiarism in Research Answer before DVV Verification : Yes Answer After DVV Verification: Yes
3.3.3	Number of Ph.D.s awarded per teacher during the last five years 3.3.3.1. How many Ph.Ds awarded within last five years

table1

2016-17	2015-16	2014-15	2013-14	2012-13
16	10	6	4	8

table2

2016-17	2015-16	2014-15	2013-14	2012-13
01	00	01	01	00

Answer before DVV Verification : 7
Answer after DVV Verification: 01

Remark : The HEI has attached copy of only ONE PhD i.e. of Dr Lopez.

3.3.4	Number of research papers per teacher in the Journals notified on UGC website during the last five years

3.3.4.1. Number of research papers in the Journals notified on UGC website during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
31	10	2	6	1

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
23	9	3	3	1

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

3.3.5.1. Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
2	3	1	2	1

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
1	3	2	4	1

3.4.2	Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

3.4.2.1. Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
2	2	2	1	1

Answer After DVV Verification :

14-03-2024 06:57:22

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	1	0

3.4.3	Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

3.4.3.1. Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
6	8	9	5	5

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
3	7	3	3	2

3.5.1	Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

3.5.1.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
9	12	19	9	3

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0	12	19	9	0

3.5.2	Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

3.5.2.1. Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13

| 14 | 10 | 10 | 7 | 3 |

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
2	1	2	4	1

4.3.4	Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS) Answer before DVV Verification : Yes Answer After DVV Verification: No Remark : What the HEI has included is normal video recording of an activity. The lecture capturing facility must be as per the ugc requirement https://www.ugc.ac.in/oldpdf/xiplanpdf/EContentxiplan.pdf The supporting documents attached do not support HEI claim of existence of Media Centre, Recording facility, Lecture Capturing System (LCS). The HEI has photo of you tube sound system. The facility of Media Centre, Recording facility, Lecture Capturing System (LCS) would be separate one.

5.1.5	Average percentage of students benefited by Vocational Education and Training (VET) during the last five years 5.1.5.1. Number of students attending VET year-wise during the last five years Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
143	101	114	167	142

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
00	00	00	00	00

    Remark : The HEI had included summer internship projects which are compulsory part of the curriculum. However now the HEI has admitted that is does not conduct any other VET Programs.

5.2.1	Average percentage of placement of outgoing students during the last five years 5.2.1.1. Number of outgoing students placed year-wise during the last five years Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
36	27	70	53	39

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13

36	27	67	53	39

5.2.3	Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
87	33	36	69	80

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
00	00	00	00	00

5.2.3.2. Number of students who have appeared for the exams year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
87	33	36	69	80

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
00	00	00	00	00

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
7	5	29	12	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
00	00	00	00	0

| 5.3.3 | Average number of sports and cultural activities/ competitions organised at the institution level per year |

5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
10	9	11	9	8

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
03	03	03	04	04

Remark : Event of business quiz, reseach paper/competition are NOT sports/ cultural. Ganesh Festival on the other hand may be social /religious/ / cultural but is NOT a competition in these.

| 5.4.2 | Alumni contribution during the last five years(INR in Lakhs) |

Answer before DVV Verification : 1 Lakh - 3 Lakhs
Answer After DVV Verification: <1 Lakh
Remark : As per the HEI statement there is no separate Balance Sheet /Statement of Accounts attached Prior to registration, alumni contributions were therefore taken under Student Welfare Account.

| 6.3.4 | Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years |

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
13	5	14	10	7

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
02	04	00	00	00

Remark : As per the HEI data highlighted attached with the Metric in response.

| 6.5.3 | Average number of quality initiatives by IQAC for promoting quality culture per year |

6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
8	3	2	4	5

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
5	2	1	4	1

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements

2. Academic Administrative Audit (AAA) and initiation of follow up action

3. Participation in NIRF

4. ISO Certification

5. NBA or any other quality audit

Answer before DVV Verification : B. Any 3 of the above
Answer After DVV Verification: C. Any 2 of the above

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
6	8	2	3	3

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
6	8	3	3	2

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities

2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

Answer before DVV Verification : B. At least 6 of the above
Answer After DVV Verification: C. At least 4 of the above

7.1.10	Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
5	5	5	5	5

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
00	00	01	00	01

Remark : Stock exchange study tour and visit to Panchgany are considered as initiatives to address locational advantages even though no special advantage has been derived by the HEI.

7.1.17	Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Answer before DVV Verification :
Answer After DVV Verification :10
Remark : The HEI has not provided any supporting data. gallery of the colleg website data and documents with other metrics considered and benefit given to HEI.

2.Extended Profile Deviations

ID	Extended Questions
1.2	Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
16	14	09	13	10

Answer After DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
16	16	16	16	16

1.3	Number of outgoing / final year students year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
56	41	75	82	60

Answer After DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
56	40	77	81	55

1.4	Total number of outgoing / final year students Answer before DVV Verification : 314 Answer after DVV Verification : 309

2.1	Number of teachers year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
15	17	16	16	13

Answer After DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
13	13	16	16	12

2.2	Number of full time teachers year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
13	13	16	16	12

Answer After DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
13	13	16	16	12

2.3	Number of sanctioned posts year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
16	16	16	16	12

Answer After DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
16	16	16	16	12

2.4	Total experience of full-time teachers Answer before DVV Verification : 195 years Answer after DVV Verification : 83 years

2.5	Number of teachers recognized as guides during the last five years Answer before DVV Verification : 3 Answer after DVV Verification : 02

3.2	Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs) Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
58.16	61.88	75.49	41.94	35.04

Answer After DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
57.77	61.59	75.58	41.95	35.01

3.4	Unit cost of education including the salary component(INR in Lakhs) Answer before DVV Verification : 1.11 Answer after DVV Verification : 1.0205

3.5	Unit cost of education excluding the salary component(INR in Lakhs) Answer before DVV Verification : .49 Answer after DVV Verification : 0.404