



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SADHU VASWANI INSTITUTE OF MANAGEMENT STUDIES FOR GIRLS

**SADHU VASWANI INSTITUTE OF MANAGEMENT STUDIES FOR GIRLS, 6,
KOREGAON ROAD, NEXT TO ST. MIRAS COLLEGE, PUNE-411001
MAHARASHTRA
411001
<http://svims-pune.edu.in/>**

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Introduction

Sadhu Vaswani Institute of Management Studies established in 2010, functions under the aegis of the Sadhu Vaswani Mission. The Trust bears the name of Sadhu Vaswani: Visionary Saint, Educationist, Social Reformer, Philosopher, Patriot and Poet of the Nineteenth Century. The Sadhu Vaswani Mission is a humanitarian, not-for-profit service organization which endeavours to reach out to society through its services in the fields of spiritual upliftment, education, medical care, relief and rehabilitation and social welfare.

Sadhu Vaswani founded the MIRA Movement in Education in the early 20th Century. This was a revolutionary concept in education, given its emphasis on women empowerment, quality of education, character building, community service, love of Indian ideals and Reverence for Humanity. The Government of India released a commemorative stamp to honour this great Educationist and Humanist on 25th November 1969.

The Sadhu Vaswani Institute of Management Studies (SVIMS) for Girls, Pune, represents the culmination of our Rev. Founder's dream to empower women in the interests of social and national progress. The institution is inspired by the faith that, "In the new unfolding of India's destiny, women have to play an important part". As Sadhu Vaswani often said: The woman-soul will lead us upward, on! Our goal is to help produce a new generation of women managers who will not only be self-confident and sensible, but also ethical and sensitive to the tremendous challenges they will face in the corporate world. We hope to create a new generation of successful women professionals, who will combine idealism and pragmatism in their approach to the challenges of personal and professional life.

SVIMS is a self-financed Professional Institution affiliated to Savitribai Phule Pune University and recognised by All India Council for Technical Education. While it started with offering the Master of Business Administration Programme, it now has SPPU affiliated, Ph D Research Centre and also offers Master of Computer Applications Programme. The Institute has completed one cycle of NAAC accreditation and is due for accreditation by the National Board of Accreditation.

Core Values

We will cultivate values of : Righteousness– Reliability -Resourcefulness - Reverence For Life

Vision

Vision

"SVIMS shall be a preferred institute nurturing women innovators and leaders with managerial, entrepreneurial skills, promoting value based, transformative education to serve industry and society"

The Vision reflects our thrust areas and the fundamental principles, philosophy of our educational journey. While having its base in the Founder's idea of the upliftment of women, it simultaneously is in line with contemporary times of women taking on roles of entrepreneurs, innovators, thought leaders and important contributors to economic development.

The pivotal idea of value-based education and transformative education being a catalyst to effect change and bring about true empowerment is well captured.

It essentially also revolves around the central idea of using education constructively to enhance one's own standard of living but using knowledge gained and skills developed to serve society and other stakeholders.

Mission

Mission

Transform women to become thought leaders and solution providers to industry and society

M1: To provide student – centric quality management education that helps in successfully taking up the practice of management/ entrepreneurship, research/higher studies

M2: To develop an eco-system for promoting knowledge creation and innovation and industry engagement to help students stay relevant

M3: To impart character building education to promote human values, inspire

ethical behaviour, and an urge to 'lead and serve society'

M4: Impart essential life and lifelong learning skills to constructively respond to

challenges thrown up by the VUCA world

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength

- SVIMS educational product, process and philosophy is born out of the rich 90 year old progressive educational legacy of the Sadhu Vaswani Mission and naturally therefore enjoys brand equity
- Leadership is visionary and has its fundamental moorings in ethics and fair practices; governance is distributed and effective.
- Our emphasis on character building education/value education through the conduct of special sessions called Sanctuary and 'seva' help in the holistic development of students, makes students socially

responsible and instils in them values of inclusiveness and communal harmony.

- Strong Industry connect helps in sponsorships/scholarships; affording students opportunities for participative and experiential learning; placements etc
- We are creating opportunities in Management and Tech for women In India. education for women. India ranks 140 among 156 countries in Women Education and has only 26.7% women in Tech Industry. The Institute is providing Management and Tech Education to women and is a progressive walk towards a gender-just world and its associated moral, human, economic and development benefits.
- Curriculum enrichment is made possible through value add and Certificate Courses.
- Well Qualified and experienced faculty. 67% faculty with Ph D Degrees; 56% of the staff are Research Guides; faculty members engage in continuous learning by taking up MOOCs and FDPs.
- Research Centre with 33 Research Scholars
- Faculty have 8 Patents to their credit
- State of art infrastructure with latest Desktop Computers and classrooms with Interactive Panels; a well-equipped Library with various e-learning resources and databases to support academic and research activities.
- E-Governance in admissions, administration, finance and accounts and examination system leading to transparency, accountability and effectiveness
- The Institute has adopted OBE model and pedagogy and assessments are well aligned with learning outcomes.
- The Institute has Student Capacity Building Programmes and systems to improve employability, and to encourage entrepreneurship and development of entrepreneurial mindset.
- The NSS unit undertakes socially relevant community outreach programmes and 'seva' programmes in some tribal areas.

Institutional Weakness

Weakness

- Being Private and an Unaided Institute, we face constraints in securing Research Funds from Government bodies
- Revenue generation from Consultancy and Corporate Training has not been optimised
- MOUs with Foreign Universities and Institutions, limiting global exposure
- Low levels of Alumnae Participation and contribution.

Institutional Opportunity

Opportunities

- The New Education Policy can be optimally leveraged for expansion and offering interdisciplinary courses and programmes; linkages with foreign universities and the possibility of forming a university along with our sister institutes in Higher Education space
- The NEP places importance on Indian Knowledge, Indian culture and Values [Spiritual and Human Values]. This being accorded importance improves the uptake and value of our character building education model and our special feature of Sanctuary and certain certificate courses that have been developed to promote values.

- Corporates are warming up to the ideas of diversity and inclusion and are keen to improve the gender ratio. This augurs well for a single gender institute like ours
- Pune is a hub for educational and IT sector and this fact can be leveraged for academic tie ups and collaborating with industry for skilling, re-skilling and up-skilling the faculty and students.
- Provide additional foreign language courses to students and prepare them for global opportunities
- Open Distance Education opens up new avenues for access and equity
- Development of E Content for portals such as SWAYAM
- Digital Business has opened up avenues especially for women to start small businesses and this can be capitalised for starting new courses and enthusing students to go entrepreneurial.

Institutional Challenge

Challenges

- Diversified Placements in different sectors of the economy. The overwhelming reliance on IT sector can be constraining
- Building high ambition and career aspirations among women students can be a challenge especially given the fact that many of our students are first generation professional education seekers and come from modest backgrounds
- Curtaining dropouts given the marriageable age of students and their aspirations can pose challenges
- Resource augmentation in a heavily regulated 'technical education' space can set limits to expansion and diversification
- The need to upgrade and maintain pace in pedagogy, educational resources of foreign universities and even autonomous institutions
- Competition from Open Distance Learning Platforms can change demand positions
- The need to stay industry relevant with syllabus/curriculum of the affiliating university can pose problems
- Continuous learning and unlearning by teachers to stay abreast of the fast changing paradigms in education and keeping them motivated.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution has a well-planned mechanism for planning and delivering the affiliating university designed curriculum for both Master of Business Administration and Master of Computer Applications Programmes. The Institution prepares its academic calendar incorporating dates of commencement and conclusion of semesters as decided by SPPU. In the planning stage, mix of courses and certificate courses to be introduced, major extra and co-curricular activities, are mapped on this calendar. Workload is distributed, session plans and assignments are prepared before commencement of the semester. Time table and Assignment Schedules are prepared and displayed before start of the Semester. Adherence to Time Table, delivery of sessions, conduct of assignments, evaluations etc are monitored by the Head of Department. Student Feedback is taken to track satisfaction levels.

During the assessment period 55 certificate courses/MOOCs that help to improve domain knowledge/ enhance employability/enhance skill sets of students have been offered to students.

On an average 73% of students have successfully completed different certificate courses every year.

Cross-cutting issues in context of environmental sustainability, professional ethics, human values and gender are covered in 180 courses out of the total of 195 courses offered in the MBA and MCA programmes. All students mandatorily undergo courses on Human Rights, Cyber Security, Soft Skills and Corporate Social Responsibility. Students also attend a special session conducted every day to impart value education called Sanctuary.

Significant curricular and extracurricular activities/programmes on themes of gender, environment, human rights and ethics and SPPU approved Certificate Courses on Gender Equity and Spirituality for Leadership, Employee Wellbeing and Organizational Excellence – I and II are additionally conducted to enrich the learning experience of students and ensure their holistic development.

Structured feedback on effectiveness of teachers, curriculum, course and programme outcomes attainment are gathered from students, alumni, teachers and employers. These are analysed by the IQAC for effecting continuous improvement. The feedback analysis and action taken report are updated on the website.

Teaching-learning and Evaluation

The average student enrolment ratio during the assessment period is 96.67% and the Student Teacher Ratio is **19.78:1**. Faculty are recruited as per affiliating university process and norms. 78% of our full-time teachers hold Ph D /M. Phil Degrees.

We are a Linguistic Minority Institution [Sindhi] and follow applicable Admission and reservation of seats as per mandates of Government of Maharashtra, All India Council for Technical Education, Department of Technical Education and the affiliating University. As such we do not have seats reserved exclusively for Reserved Category Students.

We follow Outcome - Based Education model and adopt student centric pedagogies – Cooperative, Participative and Problem solving. Industrial visits, internships, projects, shadowing women executives, role plays etc are used for Experiential Learning. Use of Mindmeister, Flip, Kahoot, Padlet and other ICT integrated pedagogy bring about creativity, innovation and enthusiasm in the class. Faculty members employ blended learning by using resources from our repositories/SWAYAM platform. The Institute has a rich collection of e resources, which are used to bring in greater student engagement and learning.

To ensure transparency in examinations, students are oriented about Outcome Based Education, affiliating university norms of Comprehensive Continuous Examination and Summative Exams; linkage between assessments and course outcomes, rubrics, grievance redressal processes for internal and external exams. The CCE is conducted as per Assignment Schedule which is declared at the start of the semester.

Students are reminded to log in grievances, if any, within 48 hours of declaring result on links given. These grievances are mandatorily resolved within 48 hours.

Students are explained the online process of seeking redressal for grievances in context of University conducted

exams and all efforts are made at the Institute level to have these addressed within timelines set.

Student performance in terms of Course Outcomes and Programme Outcomes are measured using both Direct and Indirect Methods of Assessment.

The average pass percentage of students during the assessment period, 2018 -2023 is 95.97%

Research, Innovations and Extension

To promote Indian Knowledge System, we impart Value education - Indian Spiritual Wealth and Culture everyday through special classes called – Sanctuary and Yoga and meditation classes. We have designed two Certificate Courses on Spirituality for Leadership, Employee Wellbeing and Organisational Excellence; SEVA programmes are conducted for the welfare of society and programmes such as Ek Bharat Shreshta Bharat to promote knowledge of Indian Culture.

51 seminars/courses/workshops on IPR, Research and Entrepreneurship have been conducted by Innovation Council [IIC] [Ministry of Education], Startup Cell set up under aegis of SPPU, Research and IPR Cell. The efforts have led to

- Our 08 Research Guides and 33 Ph D Scholars creating knowledge in contemporary areas of Management.
- Faculty Publications: 70 articles in Scopus/WOS/UGC approved journals and 85 books/chapters/conference proceedings.
- Six faculty members have been granted 08 Patents.
- On an average 5% of our outgoing students take up entrepreneurship
- Ms. Tanvi Tirthani won the First prize in the event – Tapping Creative Startup- A Step Towards Creating Atmanirbhar Bharat [July 2020]
- We have published a book titled Believe and Achieve - Case Studies of Women in Entrepreneurship.

Our NSS unit, Junior Red Cross and Institute Social Responsibility team either individually or in collaboration with Non-Government Organisations take up different extension programmes. 53 extension and outreach programmes have helped in making our students 'caring, compassionate and responsible' citizens; a few students have taken up environmental advocacy, one student has set up her own NGO named Ankur, while she and another student are in the last leg of setting up another NGO, called NARI (for Empowerment of Women). These programs have improved their social sensitivities and led to their holistic growth. The community too has benefitted in terms of receiving medical advice/aid, awareness of Government Schemes; awareness about rights etc.

We have received 40 Awards/certificates of appreciation and recognition for extension activities.

The institution has had collaborative activities and 29 functional MOUs for training, supporting institutional activities, research/consultancy/internship/project work etc. 117 sessions have been conducted by Industry Experts/professionals during the assessment period.

Infrastructure and Learning Resources

SVIMS, is nestled in the posh and popular, yet quiet place of Koregaon Park, Pune has the best-in-class infrastructure to make teaching – learning an enjoyable experience. The building situated on 0.5 acres of land has a carpet area of 1,969.44 sq mts.

There are six well-ventilated classrooms, each having Interactive Panels of 86 or 75 inches facilitating blended - learning and on spot access to internet resources. There are two air conditioned seminar halls and a patio for training activities/cultural events. We have a ‘first aid room’, examination centre, training and placement office, and a cafeteria. The Institute has facilities for the differently abled.

The entire campus is wi-fi enabled with a bandwidth of 100 Mbps.

The Institute has state-of-the art gymnasium, multipurpose sports court[6500 sq feet], badminton court, breakout spaces for indoor games, table tennis, patio for yoga, meditation, Sanctuary [for value based sessions]. We also have an audio-video recording unit for developing e content.

We use KOHA and VRIDDHI Integrated Library Management Systems. The Library has 5145 books [Titles: 3454 Volumes: 5361]), 24 National and International Journals, 357 SIP and other Project Reports, 202 CD/DVDs, and 05 newspapers; J Gate, DELNET, NDLI, SWAYAM/NPTEL access and other e-resources. Accessibility of books from the Institute and outside is facilitated via N-List. Over 546406 E – Books are available on DELNET, N-List, e-kumbh [AICTE], Open Educational Resources such as Shodhganga, Shodhgangotri , e-PG Pathshala, ECLM [<http://eclm.unipune.ac.in/>]

There are two computer labs, one of which also houses a Language Lab. 109 [I9, and I 5 [12th Generation] desktops are available exclusively for students. The Institute uses eight licensed system software; 95 Licensed Application Software besides open source software.

There are Annual Maintenance Contracts and Policies for maintenance of infrastructure/equipments. The Founding Body supports and earmarks funds for infrastructure development and augmentation.

33.39% of our expenses during the assessment period has been spent on infrastructure augmentation and 25.45% on maintenance of academic and physical facilities.

Student Support and Progression

We believe in value based, transformative education and make endeavours for ‘true empowerment’ and holistic development of the students.

56.62% students have benefitted from Government and Private Scholarships amounting to Rs18095694.72/- of this Rs. 878197/- has been by way of nstitutional Scholarships funded by Sadhu Vaswani Mission, our Founding Body, industry/philanthropists approached by us for student scholarships and Fee Waivers by the Institute.

The Institute has taken several capacity building and skill enhancement initiatives. Efforts have been taken to build 21st century skills – soft skills, creative thinking, communication, collaboration, technology literacy, leadership etc. All the students of the institution have undergone training in soft skills, life skills and awareness

in trends in technology. Contemporary courses are made available through Infosys SpringBoard, Internshala and other agencies with whom we have MOUs. We offer programmes for yoga, meditation and mental wellness.

Career guidance is provided through sessions by industry experts and professionals. 62 programmes were conducted in this connection. We have conducted 32 programmes and certificate courses to enthuse students to take up entrepreneurship. The placements and students taking up higher studies has been 73.99 % in the last 5 years, while 12 students have become entrepreneurs or taken up family businesses (2018-2023)

The Institute has Cells and Committees for prevention and addressing/redressal of grievances including those of sexual offences, ragging, caste discrimination etc. There is an environment of safety, peace and fairness.

All students have qualified in state/national level entrance examinations before joining MBA/MCA Programmes and during their two year tenure 100% of those who appeared for competitive exams emerged successful.

16 awards/medals have been won for outstanding performance in sports/cultural activities.

The Student Council, Global Connect Cell and Placement Team along with faculty have organised various management and CSR events and 172 sports and cultural events during 2018-2023 period.

We have a registered Alumnae Association. Alumnae help in the development of the institution through financial and non-financial measures.

Governance, Leadership and Management

The Vision and Mission act as the North Star and Moral Compass for Governace. The Management participates in governance and has added Ph. D Research Centre and Master of Computer Application Programmes during the assessment period. NEP has been implemented in terms of provision of Multi-disciplinary programmes, integration of Indian Knowledge and imparting of value education, skill development through certificate courses and adoption of Outcome Based Education..

Democratic and participative management is encouraged through the setting up of statutory and non-statutory committees such as Governing Council, Institute Development Committee, Internal Committee, IQAC, Grievance Redressal Committee etc. These Committees design plans, policies, processes for executing academic and administrative processes and driving excellence. The Institutional Perspective Plan is deployed to bring to fruition the Institutional Vision and Mission.

E-governance is implemented in administration, finance, accounts, student admission, student support and examinations.

Faculty members are provided with group insurance, Provident Fund, medical facilities at subsidised rates/concessions/discounts, leave for end stage Ph. D research. Career development is encouraged through granting of duty leave and financial institutional membership fee in professional bodies. All faculty members have been provided financial support for professional development. Faculty and administrative staff together have attended 193 professional development/training programmes during the assessment period.

All our faculty members have undergone face-to-face / online faculty development programmes and refresher courses. The Institute has a formal 3 stage Performance Appraisal for Faculty.

External financial audits are conducted annually. There is systematic allocation of budget, mobilisation and management of resources is done with due diligence.

The Internal Quality Assurance Cell serves as a nucleus for institutionalising quality in academic and administrative processes and deployment of Strategic Plan. It has implemented and monitored post-accreditation quality initiatives. The IQAC has been instrumental in implementing OBE, introducing learner centric pedagogies, use of ICT and measurement of attainment of learning outcomes. The IQAC meets regularly, collects and analyses stakeholders' feedback, participates in NIRF, AISHE and organises quality audits. The IQAC has also spearheaded the National Board of Accreditation process and has submitted the Self-Assessment Report.

Institutional Values and Best Practices

We have designed SPPU approved, Certificate Course on Gender Equity. We promote Gender Equity through co-curricular activities, creation of cells, committees and facilities. 35 programmes have been organised to promote gender equity. The Institute has undertaken Gender Audit for the period 2018-2023

Facilities for alternative sources of energy and energy conservation - solar panels, biogas, sensor-based water pumps, LED bulbs and power-efficient equipment have been installed.

Paper and e waste is given for recycling to waste management agencies; clothes are collected for donation, re-fashioning for cloth bags, rugs etc or use by animal welfare centres. We have a Sewage Treatment Plant (STP) and no biomedical waste is generated.

The Institute harvests rain water to improve the groundwater table and to feed the borewell in the campus. Water conservation facilities such as water tanks, wastewater recycling, water bodies and distribution system are maintained.

Awareness programmes on ecofriendly environment, energy conservation, tree plantation, river cleaning are conducted from time to time. Students are encouraged to take up UN course on Climate Change. The Institute has to its credit two Patents on Sustainability Accounting: Greenhouse Gas Emissions Saved on Meatless Days Using Machine Learning Calculator and Sustainability Accounting of Carbon Emissions for Mode of Transport Used Using Machine Learning Calculator

Pedestrian-friendly pathway in campus restricts the entry of vehicles. The institution is a single use plastic-free campus.

Quality audits such as Green audits, environment audit, energy safety audits have been undertaken.

The institution has a disabled-friendly environment with ramps, elevators, washroom, teaching aids, signages, accessible website, and provision for enquiry and information.

The institution carries within its DNA an educational model that promotes character, tolerance and human values. We conduct special value education sessions everyday called Sanctuary and organised 35 'seva'

programmes to promote oneness of humanity. 99 programmes were conducted to promote diversity and inclusion. 57 programmes were organised to build sensitivity about constitutional obligations, values, rights, and duties of citizens.

The Institution has several Best Practices, among which our endeavours towards building a strong industry-academia connect and building compassionate communities are prominent.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SADHU VASWANI INSTITUTE OF MANAGEMENT STUDIES FOR GIRLS
Address	Sadhu Vaswani Institute of Management Studies for Girls, 6, Koregaon Road, Next to St. Miras College, Pune-411001 Maharashtra
City	PUNE
State	Maharashtra
Pin	411001
Website	http://svims-pune.edu.in/

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Bhagwanti Hemandas Nanwani	020-26054481	9049003759	020-26054481	management.svims@gmail.com
IQAC / CIQA coordinator	Divya Yogesh Lakhani	020-26054491	9373599470	020-26054481	divyalakhani@svims-pune.edu.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Status Certificate..pdf
If Yes, Specify minority status	
Religious	
Linguistic	Yes
Any Other	

Establishment Details				
State	University name	Document		
Maharashtra	Savitribai Phule Pune University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	11-07-2018	View Document		
12B of UGC	20-10-2020	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	15-05-2023	12	
AICTE	View Document	15-05-2023	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Sadhu Vaswani Institute of Management Studies for Girls, 6, Koregaon Road, Next to St. Miras College, Pune-411001 Maharashtra	Urban	0.5	2539.22

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	MCA,Management,	24	Graduate	English	60	46
PG	MBA,Management,	24	Graduate	English	60	60
Doctoral (Ph.D)	PhD or DPhil ,Management ,	36	Post-Graduate	English	40	38

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				9			
Recruited	0	1	0	1	1	1	0	2	3	6	0	9
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				9
Recruited	5	4	0	9
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				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	1	1	0	1	3	0	7
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	2	2	0	4
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

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	98	8	0	0	106
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	8	5	3	7
	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	10	9	8	4
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	86	32	35	23
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	15	14	14	16
	Others	0	0	0	0
Total		119	60	60	50

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:

Vision SVIMS shall be a preferred institute nurturing women innovators and leaders with managerial, entrepreneurial skills, promoting value based, transformative education to serve industry and society. Mission Transform women to become thought leaders and solution providers to industry and society Approach We offer the Master in Business Administration Programme, Master of Computer Application Programme and Ph D in Management. MBA is designed to be multi-disciplinary and offers choice-based courses of various discipline: Economics, Finance, Commerce, Accounting, Psychology, Mathematics. It further offers a gamut of subjects in functional areas of HR, Marketing, Finance, Business Analytics and covers subjects such as Soft Skills, Psychometric Testing, Decision Science, Economy and Polity, Sustainability, Indian Ethos and Business Ethics, CSR, Human Rights, Summer Internship Project. These and other subjects help students to develop managerial competencies, analytical perspectives (global, ethical), interpersonal competencies; global social responsibility and citizenship and sensitivity towards humanity and sustainability issues. The curriculum thus meets the needs of the multi – disciplinary business world and enables students gain insights to social, economic and natural phenomenon. The MCA choice-based programme covers knowledge across various computing languages and also has management subjects, research and soft skills. This knowledge is used to develop projects which require an interjection of management and technology. Students can also select cross specialization subjects and choose SWAYAM courses as part of their MBA curriculum. Open courses across technologies and software and management are available for MCA students. Besides SPPU's formal curriculum: 1. Holistic Education is imparted through 'Sanctuary,' Course on Universal Human Values and a Certificate Course titled 'Spirituality for Leadership, Employee Wellbeing and Organisational Excellence' and YOGA. 2. Community Engagement Programmes through a course on CSR and NSS. Each student puts in 20 hours of volunteering at an NGO and presents it in the form of a Project Report. 3. Certificate courses that are interdisciplinary such as Gender Equity 4. Seminars /Workshops/ Guest Sessions/Events: • That facilitate dialogue on critical issues related to

	<p>sustainability • That throw light on how business is facing challenges in meeting social and environmental responsibilities • That help students create frameworks, materials, processes and environments for responsible leadership. 5. Internships with NGOs 6. Choice to take up German Foreign Language Course Multiple entry and exit points will be allowed once the affiliating university permits the same. Institutional Plans to further multidisciplinary/Interdisciplinary education 1. Summer Internship Projects will be encouraged in different disciplines such as sustainability, global warming, pollution, etc. 2. Collaborative/Joint Research and Publications with faculty of other streams in sister institutes 3. Joint teaching in subjects such as Economics and Management 4. Organising Seminars on interdisciplinary themes 5. Offering Certificate Courses based on Development Studies Good Practice: Promotion of Holistic Education We conduct a special class every day called 'Sanctuary' to impart life skills, Universal Human Values, citizenship values, tolerance and secular values. The syllabus is designed to develop intellectual, aesthetic, social, physical, emotional, and moral capacities of the students and enables them to decipher and realise the concept of good life.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The Institute is registered with ABC [Digi Locker] and our NAD ID is NAD006107 Students of Batch 2022- 2024 and 2023-2025 are registered on NAD Website. Awareness building initiatives and wide publicity of ABC id and its benefits has been taken/done by the Institute. The Institute, affiliated to Savitribai Phule Pune University follows the MBA and MCA curriculum which has a flexible Choice Based Credit System (CBCS) and Outcome Based Education (OBE). Exchange of credits is thus possible. The University also allows Credits earned through online courses such as SWAYAM for award of the degree. Multiple Entry-Multiple Exit scheme will be adopted, upon the University initiating measures in this context. Faculties have experience of designing curriculum and have been invited by the affiliating University to design various courses for MBA programme. Besides, faculty have synergised with industry experts to design and develop Certificate Courses namely: a.IT Skills for Managers b. The Basics of Content Writing c. Understanding</p>

	<p>Gender Equity d. Fundamentals of Stock Market and Online Trading e. Spirituality for Leadership, Employee Wellbeing, and Organizational Excellence – I f. Spirituality for Leadership, Employee Wellbeing and Organizational Excellence -II, all of which have been approved by SPPU. Faculty have also developed expertise in designing assignments that are based on Learning Outcomes and can integrate ICT to make them creative and innovative. Thus the Institute has developed capabilities to design our own credit-based courses and evaluations, which can be taken up by eligible students for earning credits in their educational journeys. Future Plans Collaborating with Foreign Universities for offering globally recognized courses.</p>
<p>3. Skill development:</p>	<p>The Institute is responsive to the soft and hard skills needed to support the students' employability and soft skills training and training in skills that focus on environmental, economic and social responsibilities are integrated within the academic programmes. Students undergo a special training in development and application of business skills through a compulsory two-month Summer Internship Project [MBA] and MCA students too, do Industry Projects in Semester IV of their degree programme. Some such projects are with stipend – we thus promote the concept of Earn While You Learn. The Institute offers Professional Certificate Courses like TALLY, Advanced EXCEL, Project Based Training on Data Analytics, Digital Marketing, Full Stack JAVA course, Power BI, course on Artificial Intelligence, TABLEAU etc. to strengthen their skill sets. Soft Skills training is imparted under Employability Enhancement and Youth Livelihood Program – Mahindra Pride Classroom Project of Naandi Foundation; we also offer Digital Digital Equalizer for Girls [Life skills and Digital Skills] by Naandi Foundation; additionally, we offer a Certificate Course on Business Etiquette. Courses on Constitution of India, CSR; Certificate Course on Gender Equity and workshops/sessions on Life Skills are also conducted. Students are encouraged to take up courses on SWAYAM; courses offered by UN as also The National Education Alliance for Technology (NEAT). With a view to develop entrepreneurial skills, we have had courses on entrepreneurship with Maharashtra Centre for Entrepreneurship</p>

Development, Indo German Tools and MSME, Aurangabad, holding Navdhara Entrepreneurship Fest etc Further, Guest Sessions by industry experts and entrepreneurs are arranged to bridge the gap between theory and practice. Value based education is imparted through 'Sanctuary,' Course on Universal Human Values and a Certificate Course titled 'Spirituality for Leadership, Employee Wellbeing and Organisational Excellence' and YOGA. Our special class called 'Sanctuary' is used to impart life skills, Universal Human Values, citizenship values, tolerance, values of satya, dharma, peace, love and non -violence. The syllabus is designed to develop intellectual, aesthetic, social, physical, emotional, and moral capacities of the students and enables them to decipher and realise the concept of good life. Seva programmes are conducted to help students understand about oneness of humanity / 'vasudhaiva kutumbakam'. All students compulsorily undertake a course on Human Rights and Indian Constitution. Several programmes are conducted to impart life skills and mental wellness. Future Plans 1. Registering for courses of NSDC 2. Registering under SANKALP 4. Introduction of courses such as SAP, Financial Modelling, Fintech 5. Capacity Building – Preparing students for the 21st Century Skills

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

Value Based Education: Every day we have a special 30-minute session called 'Sanctuary' – Art of Living. These sessions help to educate the heart and cultivate the soul. Meditation sessions are also conducted. In this session, students sit together on the floor in the traditional Indian style and learn about our great spiritual leaders and Indian values of compassion, reverence for life, love, etc. and meditation. Students are imparted knowledge of the 'inner self', 'atman' and parmatma'. This knowledge helps to connect one with oneself, community and creation and is instrumental to create harmony. It is the honing of the inner instruments that help students to become compassionate and competent managers. Sanctuary represents our special effort to preserve and promote Indian ancient spiritual knowledge. Sanctuary helps to: • Enrich the youth with vital truths of spiritual values, Indian ideals and culture. It is essentially character-building education. • Educate students to respect all races and

religions • Nurture the process of education as an instrument of service to the poor, needy and even animals. Other Efforts

1. The Institute organizes special 'seva' 'ahimsa' and forgiveness day programmes to sensitize students about the concept of 'Vasudhaiva Kutumbakam'.
2. We have designed SPPU approved Certificate Course titled: 'Spirituality for Leadership, Employee Wellbeing and Organisational Excellence'
3. During Student Induction programme spanning 21 days, special sessions are conducted on Universal Human Values
4. YOGA Course is offered
5. The curriculum has a course titled, 'Indian Ethos and Business Ethics' to help students correlate the learnings from Indian Knowledge System to the business environment
6. Efforts are made to transmit knowledge of our historical past: our rich Indian traditions, our heroes and our culture. To this end
 - a. We celebrate the birth and 'punyathithi' of our Indian heroes and spiritual leaders, whom we consider as icons and repositories of Indian culture.
 - b. We celebrate Matribhasha Diwas, Marathi Diwas, Hindi Diwas to promote awareness of linguistic and cultural diversity in India
 - c. Extra-curricular activities are conducted to display different art forms
 - d. Festivals such as Diwali, Janmashtami, Holi, Sankranti, Ganesh Chaturthi, Raksha Bandhan etc. are celebrated in a traditional way.
 - e. Traditional cooking competition are held.

Strategy to Integrate Indian Knowledge System and Future Plans

1. We shall train our students to study SWAYAM and other Courses in regional languages [using AICTE's Artificial Intelligence tool to translate courses in English into Indian Regional Languages]
2. Teachers will be encouraged to teach in English and Marathi /Hindi
3. Introducing Certificate Course on Management – The Bhagwad Gita way and on Chanakya and Personality Development

Good Practices:

- The conduct of 'Sanctuary' is our distinct feature of education and we believe it will help students to be ethical and display value -based leadership.
- Under Azadi Ka Amrit Mahotsav, we wish to synergize with educational institutions in different states and showcase to our respective students our rich Indian heritage and culture through various cultural programmes. We will also enroll our students for Yuva Sangam Programme floated under AKAM.

<p>5. Focus on Outcome based education (OBE):</p>	<p>Institutional initiatives to transform curriculum towards Outcome based Education We have adopted the OBE pattern since 2018. Faculty members have been trained in adopting OBE pattern. Under the SPPU curriculum that we follow, Course Outcomes, Programme Outcomes are well defined and documented. The Institute has complimented the same with Programme Education Outcomes and Programme Specific Outcomes. The institute adopts OBE in the transaction of: MBA and MCA programs; Institute designed Certificate Courses approved by SPPU Outcome based education in Teaching and Learning Practices Adoption of OBE is ensured through the following: 1. A well-documented manual for implementation of OBE 2. Session plans are designed with pedagogies aligned with achieving learning outcomes. Each session is designed keeping in mind the learning outcome being targeted 3. The Assignments are designed to primarily test higher order outcomes. 4. Rubrics are well defined in each assignment 5. Well laid out procedure and its implementation for Measurement of Attainment of Outcomes 6. Corrective action for attainment of outcomes below desired/specified levels Good Practices of the institution pertaining to the Outcome based education (OBE) in view of NEP 2020 • Certificate Courses designed by SVIMS spell out Learning Outcomes. • Learning Outcomes are factored in for Curricular and extra-curricular activities are too are designed keeping in mind Learning Outcomes • Our assignments under CCE [Three assignments per course of three credits] are designed keeping in mind the attainment of higher order learning outcomes such as Application, Analysis, Creation/Evaluation. • The Assessment Design is discussed with students so that there is transparency and confidence built among students. • Each assignment has well detailed out rubrics and assessments are according to set parameters. • The results are used to measure the levels of attainment of outcomes and remedial measures are initiated wherever and whenever outcome levels are below accepted norms.</p>
<p>6. Distance education/online education:</p>	<p>SVIMS is committed to principles of equity and reach in higher education and is well equipped in terms of both physical and human resources to handle online education. Technological Tools Available for</p>

Teaching Learning Activities at SVIMS 1. ICT resources: 124 Computers, 6 Projectors, LCS system, 100 MBPS internet connection, 7 Interactive Panels, Wi-Fi 2. Licensed software and applications such as Microsoft Teams to conduct online classes 3. Faculty trained in the use of ICT tools and social media such as META and U Tube for broadcasting sessions by professionals and experts 4. A recognised SWAYAM - NPTEL Local Chapter to encourage uptake of online courses among students and staff. Under SPPU guidelines we encourage students to enrol for these courses and earn credits throughout their MBA programme. Similarly, faculty members too have enrolled for SWAYAM courses that are interdisciplinary in nature or enhance their domain knowledge. 5. A rich Library having e resources and remote access facility. Faculty members are well versed with hybrid mode of teaching and we are well aligned with the New Education Policy on this. Our Teachers are well trained in the use of ICT tools. For some courses, faculty members use Blended Learning wherein students are expected to undertake online study on SWAYAM platform followed by discussions, problem solving in the physical classes Faculty members use Flip Class where students are given material for reading and a discussion on these is taken up in the class. ICT tools: Flip, Padlet, Kahoot and Mentimeter, Mind maps are used to add fun, creativity and innovation in the learning activity

Future Plans We plan to offer distance education programmes over the next three years. Good Practice/s of the Institution pertaining to the Distance Education/Online education • We conducted the entire MBA curriculum through the online mode as the Institute was closed during lockdown. For this we used the MS TEAMS platform. Besides this we used the Lecture Capture System (LCS) to record the sessions of the faculty members – that were made available to students for their learning post the regular online lectures. • The examinations were also conducted in online mode. Each year students and staff are encouraged to register for SWAYAM courses/Coursera and earn certifications. • The institute conducted seminars/webinars in online mode through MS TEAMS, Facebook Live sessions during the lockdown to ensure that the learning goes on unhindered. Some of the prominent ones were: Webinar on National Education Policy National

	<p>Workshop on Intellectual Property Rights Management Webinar-Emerging Business World- Challenges and Opportunities during Covid-Webinar on Leading in a VUCA World • The institute offered following certificate courses that were conducted in online mode: 1. Advanced Course in Business Etiquette [Mihika Banot Image Consultancy] 2. Project Based Training on Data Analytics (ERP, BI and AI) [Lagozon Edutech Pvt. Ltd.] 3. Employability Enhancement & Youth Livelihood Program [Mahindra Pride Classroom Project of NAANDI Foundation] 4. Spirituality for Leadership, Employee Wellbeing and Organizational Excellence Inhouse Certificate Course</p>
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Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Electoral Literacy Club (ELC) has been set up and is functioning under the aegis of National Service Scheme (NSS).</p>
<p>2. Whether students’ co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The Director is the Chairperson of the Club with NSS Program Officer as the Faculty Coordinator. Two students are also appointed as student coordinators. The ELC is functional and organises programmes that create awareness about voter rights, voter registration and importance of casting votes. Membership is representative in the sense that students are from different classes, castes, communities and reserved categories.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Initiatives: Organised Programmes for Right to Vote – Pledge Right to Vote – Awareness Programmes in the institution and efforts to educate students about registration process for eligible voters, correction in voter details etc Our students have assisted district election administration for voter registrations and the Institute has been given a certificate of recognition in this regard.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content,</p>	<p>Students have taken up the task of getting eligible citizens registered in the Voters’ List and have helped the District Administration in the process. The</p>

<p>publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Institute has in fact received Certificates of Recognition from District Election Commissioner, Pune (2023) and Certificate of Excellence from Election Commission of India, Pune in the year 2022 for spreading electoral literacy and registration of voters.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The ELC carries out an online survey to find out if all students are registered as voters. Those who are eligible but are not registered are guided into the process of voter registration. During this year, 2023-2024 too we enrolled our students who were eligible but not registered as voters. As per Google forms received (MCA Programme) 50 eligible students were not registered as voters. The faculty coordinator and members of ELC helped these students to register as voters. There was therefore 100% success in our endeavour.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
178	120	107	107	115

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 11

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	5	5	6	6

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
184.66	45.90	24.17	44.95	29.58

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

SVIMS, affiliated to Savitribai Phule Pune University [SPPU] follows its prescribed curriculum. Well qualified teachers [AICTE norms] trained in outcome-based education transact the syllabus.

Within permissible limits, the Institution designs a unique combination of specialisations, cross specialisations, professional certifications etc based on our vision and mission, teacher competencies, industry needs and profile of students. Additionally, MOOCs, certificate and value-added courses are identified and conducted.

Classroom teaching is complemented with guest sessions by industry experts and professionals, training programs, industrial visits, Summer Internship Projects and various extracurricular activities.

Planning and Delivery of Curriculum

1. An Academic Calendar is prepared much before the start of the Academic Year. It spells the commencement and culmination of odd and even semesters, vacations and end semester examinations as given by SPPU. All academic and examination activities are juxtaposed within these dates. The Academic Calendar is prepared based on inputs from Chief Examination Officer, Faculty, Librarian, Training and Placement and NSS Coordinators. Accordingly, internal exams [CCE], certificate courses, major extra and co-curricular activities, events of national/international importance mandated by regulatory bodies are mapped on the calendar. Responsibility of each faculty member in executing different activities mapped is defined. Once prepared, the Academic Calendar is primarily displayed on the notice board and institutional website.
2. A Faculty meeting is held a month prior to start of the new academic year to distribute workload based on teachers' expertise and experience and choices expressed by them. Time Table is prepared by HOD and IQAC Coordinator and posted on the website and WhatsApp group of students
3. All faculty members submit session plans incorporating use of ICT and contemporary pedagogy aligned to course outcomes before the start of the semester.
4. Each teacher submits three different kinds of CCEs [formative] for Core and two for Institute Level Subjects. These are based on higher order learning outcomes and are accompanied with rubrics. Each teacher indicates the dates on which she intends to conduct these tests. Accordingly, a CCE Schedule is prepared by the CEO and displayed on the notice board and students' whats app groups in the beginning of the semester.
5. Links are created for these tests/assignments which are made available to students as per the CCE

Schedule. Rescheduling of assignments is done under exceptional circumstances and only after CEO's/Director's written permission.

6. The faculty members tabulate the results of the tests conducted and share the same with students within 72 hours of receiving the assignments. All such results are collected by the CEO for measuring the attainment of Course and Programme Outcomes.
7. Faculty members identify slow and advanced learners, maintain Academic Records to document sessions, CCE details etc. and the HOD monitors delivery and compliance.
8. Student feedback is invited at the end of every semester to check on attainment of outcomes and student satisfaction. The same is analysed and used for effecting improvements.

Thus, the Institute has well-defined teaching and examination plans, a well laid out monitoring mechanism to ensure strict implementation of the academic calendar. [Graphic Representation of Planning and Delivery of Curriculum: https://www.svims-edu.in/_files/ugd/ba2593_4cc415102cfb4767a6c048c48f3d42ab.pdf]

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

1.2 Academic Flexibility

1.2.1

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

Response: 26

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document

1.2.2

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

Response: 72.89

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

2022-23	2021-22	2020-21	2019-20	2018-19
159	119	15	94	70

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

Our vision, of nurturing women innovators and leaders with managerial, entrepreneurial skills, promoting value based, transformative education to serve industry and society as also our core values of Righteousness, Reverence for All Life, Reliability and Resourcefulness capture the essence of cross-cutting issues of gender equity, human and professional values and sustainability.

SVIMS integrates crosscutting issues through curriculum and extra curriculum activities.

180 courses out of a total of 195 courses cover various cross cutting issues.

Professional Ethics

55 Courses cover various professional ethics ranging from honesty, trustworthiness, respect for others, doing good to others, accountability, flexibility, competence, fairness, commitment to serve, environmental stewardship, informed consent etc.

For example:

- Ethical behaviour is covered under Indian Ethos and Business Ethics course

- Adherence to law and justice: Legal Aspects of Business
- Honesty, integrity and accountability are stressed in Psychometric Testing and Assessment course
- Social responsibility, environmental stewardship and governance are focussed upon in Corporate Governance.

Besides we offer a Certificate Course titled: Image Management and Advance Course in Business Etiquette.

Gender

- 29 courses cover gender issues, laws protecting women or granting them rights, women entrepreneurship etc.
- We conduct SPPU Approved Certificate Course on Gender Equity
- Various programmes are conducted to promote gender sensitisation and gender equity: Women's Health and Hygiene such as Ovarian and Uterine Cancer, Breast Cancer, Nutrition, Nirbhaya Kanya Abhiyaan, Sexual Assault, Women Gift of Nature, Women Related Laws, Self Defense Workshops, Say No to Male Toxicity, Domestic Violence, etc.

Human Values

- 46 courses in the curriculum emphasise on aspects of humanity, peace, right beliefs and attitudes, harmony, respect, coexistence and service etc
- We conduct a thirty-minute session every day, called Sanctuary/Art of Living to help students imbibe moral and ethical values
- Sessions are conducted on AICTE's certificate course on Universal Human Values during Student Orientation Programme.
- The Institution offers SPPU approved Certificate Courses on Spirituality for Leadership, Employee Wellbeing and Organisational Excellence – I and II, which primarily focus on achieving excellence through the practice of human values
- Training on Yoga and Meditation course is offered
- Seva programmes such as provision of utilities and necessities to orphanages, home for the aged, animal shelters.
- Blood donation drives, Breast cancer screening, Eye Camps for slums/ neighbouring communities are conducted by NSS to cultivate values of sympathy and empathy.

Environment and Sustainability

- The curriculum covers 42 courses that highlight environmental issues, sustainability, climate change, overpopulation and malnutrition.
- Students are encouraged to take up **United Nations certificate courses on Environment and Sustainability**
- Various activities are organised to create environment awareness: Tree Plantation Drives, River Cleaning, Heritage Site cleaning, Swachh Bharat Abhiyaan, e-waste collection etc. Earth Day,

Environment Day, Ozone Day are observed, guest sessions; Conferences supported by UN Environment Programme [UNEP] on Eco feminism, Sustainability for Survival, workshop on Disaster Management have been organised.

- The Institute observes and promotes Meatless Day Campaigns to highlight saving of carbon dioxide emissions through adoption of a vegetarian diet.
- The Institute has received a **Patent for Sustainability Accounting of Carbon Emission** for Mode of Transport used using Machine Learning Calculator.

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

1.3.2

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

Response: 97.19

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

Response: 173

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 96.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
119	60	60	50	59

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
120	60	60	60	60

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

2.1.2

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

Response: 80.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
44	21	31	25	28

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

2022-23	2021-22	2020-21	2019-20	2018-19
62	31	31	31	31

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 29.67

2.3 Teaching- Learning Process

2.3.1

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

Response:

Response:

A. Experiential Learning

Teachers facilitate better comprehension and assimilation of concepts, principles, practices of management by employing:

1. **Role Play**, to help students arrive at meaningful solutions through an understanding of different perspectives [Especially used for Human Resource Management, Marketing, Consumer Behaviour and Salesmanship]
2. **Industrial Visits**, visits to malls, labour court etc are undertaken
3. At least **10% of course per semester have Desk/Field projects.**
4. Students undergo a two-month **summer internship programme**
5. **Shadowing Women Executives/Insurance Agents/Salesmen** etc and interviewing them also helps students in gaining practical insights.
6. Teaching concepts through movies, mock interviews and mock stock trading

Courses like EXCEL, Verbal Communication Lab and Soft Skills are inherently practical in nature.

B. Participative Learning

1. Teachers use **gamification, quizzes** and puzzles, group discussions and TED talks/movies to initiate classroom discussions.
2. **Cooperative /Collaborative Learning** is encouraged through Guest Sessions /Workshops. During the assessment period, besides national and international seminars, several workshops and 117 guest sessions by industry experts were conducted. These provided students avenues for discussion and deliberation and networking.
3. Students are given team projects, **poster making**, presentations where they need to put in collaborative efforts.
4. For some courses, faculty members use **Blended Learning** and Demonstration methods.
5. Faculty members use **Flip Class** where students are given material for reading [research-based articles, newspaper articles and cases/caselets] and a discussion on these is taken up in the class. In such cases, teachers use strategies such as **Team-Pair-Solo, Praise- Question-Polish, Jigsaw** to bring about student engagement.
6. **Mind maps** are also generated in the class using **COGGLE or MindMeister** encouraging participative learning.

C. Problem-solving Methodologies

Problem-solving methodologies are routinely adopted to help students build decision making, critical thinking and problem solving skills.

1. News-articles and research paper analysis

2. Preparation of **Business Plans**

3. **Case studies and caselets:** In almost every subject, at least one case study/caselet/ per unit of that subject is taken up. While conducting case studies and student presentations, teachers use the concept of Praise -Question- Polish to encourage peer learning.

4. **Book reviews and Movie reviews** to discuss what if situations. Teachers also use You Tube videos, TED talks, and sometimes movies to explain concepts or engage students in discussions and perspective sharing. Often the videos are interspersed with Reflection Spots by Faculty Members

ICT Tools used

Pedagogy is well aligned to meet the needs of the digital natives.

- **Microsoft Teams** has been adopted as a unified platform for online teaching, uploading reference material/website links etc.
- Teachers use PPTs, YouTube videos, NPTEL videos and research articles in their classes.
- Apps like **Kahoot; Flip, Padlet**, and Mentimeter, Mind maps using COGGLE or MindMeister
- Guest sessions are conducted live- **Stream Yard and META**
- Collection of data and feedback of students is done through Google Forms
- Faculty and students pursue MOOC courses on SWAYAM /Coursera etc
- Whatsapp groups for faster dissemination of information

(Refer https://www.svims-edu.in/_files/ugd/ba2593_cd1b9e9e72ba4bdeb9e7c962b57c351e.pdf for Graph 2.3.1: Student Centric Pedagogical Methodologies)

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 84.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	7	5	6	6

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document

2.4.2

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

Response: 71.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	4	3	4	3

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Under Comprehensive Concurrent Examination [CCE] pattern of SPPU, three Tests/Assignments for Core Subjects [50 marks], and two must be conducted for Institutional Level Subjects [50 marks] under MBA Programme; two under courses for MBA programme carrying three credits. The Institution can choose from a variety of fifty-one Formative Assessment Methods for CCE.

We ensure transparency in the conduct of Internal Exams by

A. Orienting students to:

- 1.SPPU's CCE norms
- 2.Outcome Based Education and Course and Programme Outcomes
- 3.Formative Assessment Methods adopted by the Institute
- 4.Linkage between assessment methods and learning outcomes
- 5.Rubrics and their role in transparency and fairness
- 6.Marks for each assignment
- 7.Averaging of marks for CCEs
- 8.Standard of Passing and Minimum Tests to be appeared
- 9.Rules for conducting re -tests
- 10.Our Policy of designing assignments for primarily assessing higher learning outcomes
- 11.Grievance Redressal Process

B. Assignments specifically mention Course Outcomes being tested and their weightage

C. All assignments except class tests are discussed with the students

D. Rubrics for every assignment are shared and model answers are discussed after evaluation

E. Assignments after assessment are shown to students

F. Projects with viva voce are assessed by peers/ industry experts

G. Results are declared within 72 hours of submission of assignments

H. A CCE Schedule is prepared and displayed on notice boards and whats app group at the start of the semester. Rescheduling if any, is immediately communicated to students

I. Students are reminded about raising grievances, if any, after declaration of results for each CCE

J. Students are requested to sign consolidated statement of marks

K. Internal marks are entered through an online marks entry system on the University's Internal Examination Portal

L. SPPU Exams are conducted in rooms with CCTVs, appointment of Internal Squads, banning mobiles in the exam rooms etc to prevent unfair exam practices.

Grievance Redressal for Internal and SPPU Exams

Internal exam related grievances are addressed by a team headed by the Director and others such as CEO, HOD and administrative staff. We have an online grievance redressal system which ensures transparency and timely resolution; no fee is charged for the same. **The process:**

- 1.Students register their grievances on :<https://docs.google.com/forms/d/e/1FAIpQLSeeVveiMOA>

C4KlMtzEtrxFit7s5Zmd6Da4eEuB442VjDBbLEg/viewform?usp=sf_link within 2 of receiving marks

2. The concerned teacher is intimated about the grievance[template] by the office.
3. The concerned faculty address the grievance within 2 days and informs about the resolution to the HOD and office
4. After the HOD approves the resolution thus offered, an intimation is sent to CEO and office.
5. An email detailing the resolution is then sent to the respective student within 2 days
6. The grievance is closed after receiving a confirmation from the student of satisfactory resolution

SPPU Exams

- Students are oriented about SPPU Online processes to be followed for Verification of Marks, Requesting for Photocopies of Answer Sheets and Revaluation
- For other grievances such as errors in Exam Form/Hall Ticket/Marksheet, students approach the Institute office with applications and these are duly taken up with the University for resolution within timelines spelt.

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

SVIMS, affiliated to Savitribai Phule Pune University, adopts Outcome Based Education along with choice-based credit system for both MBA and MCA programmes.

In 2018, we were following SPPU’s MBA - 2016 Pattern curriculum. The said curriculum did not spell out course outcomes and programme outcomes. The Institute therefore designed its own set of outcomes for each course covered in the MBA Programme. These were based on Bloom’s Taxonomy. The Institute adopted Programme Outcomes outlined by National Board of Accreditation.

In 2019, SPPU framed curriculum for MBA under 2019 Pattern. The Curriculum was fashioned to meet Outcome Based Education Model and Course Outcomes for each course, Graduate attributes and Programme Outcomes were all well enunciated.

The MCA Programme too has well outlined Course Outcomes and Programme Outcomes.

The Institute has framed its own Programmes Specific Outcomes.

Dissemination of Information about Course and Programme Outcomes:

- At the commencement of every year, the HOD explains the basic philosophy of Outcome Based Education, i.e. Concept, Need, Importance, etc. to the incoming batch of students during the Induction Program.
- Before commencing the new topic, the faculty informs the students about the course outcomes that will be achieved as well as the teaching pedagogy being followed.
- The assignments are designed by giving due emphasis to different course outcomes. The assignments mention the course outcomes being tested and the weightage given to each course outcome.
- At the conclusion of every course and the MBA programme, feedback is taken to check the attainment of different learning outcomes.

Thus, every effort is made to communicate to the students about the Course Outcomes, Programme Specific Outcomes and Programme Outcomes.

Teachers' Training:

- Faculty have attended FDP/Workshops on Outcome Based Education organized by SPPU as well as by the Institute.
- The Director personally trains each faculty on designing the session plans, assignments. This ensures that the teaching pedagogy adopted is in sync with the plans to achieve the desired outcomes.
- The Outcome Based Education Manual designed by SVIMS provides guidelines for mapping and attainment of outcomes and thus helps teachers to do justice to the OBE Model adopted.

The institute has displayed the COs, PSOs and POs on its website. [<https://www.svims-edu.in/programmeandcourseoutcomes>].

The Course Outcomes and Programme Outcomes are also available on website of SPPU [http://collegecirculars.unipune.ac.in/sites/documents/Syllabus2022/MBA%202019%20Pattern%20Syllabus_Revised_10112022.pdf]

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Measurement of Attainment of COs and POs is undertaken using Direct and Indirect Assessment Methods

A. Direct Assessment relies on marks secured by a student in

- Comprehensive Concurrent Examination [Consisting of Two Assignments/Tests and Institute End Semester Exam] [50 marks]
- University Level - Semester End Examination [50 marks]

B. Indirect Assessment covers stakeholders' perception surveys on attainment of learning outcomes

1. **For CO Attainment Students' Course Exit Surveys are conducted.** At the end of the semester/completing syllabus, each course teacher collects written feedback of students on their perceptions about attainment of course outcomes.
2. For PO Attainment, Feedback Surveys of Students, Alumnae and Employers is undertaken. PO attainment survey is conducted at the end of each year for the passing out batch.

Weightage for Direct and Indirect Methods is fixed at 80% and 20% respectively.

Graph 2.6.2a - https://www.svims-edu.in/_files/ugd/ba2593_dfe91f459d1d4e00b4db206dc7ea80eb.pdf illustrates use of Direct and Indirect Assessment Methods for measuring PO Attainment.

PO Attainment Calculation Process

1. CO - PO Correlation Articulation Sheet is prepared, establishing strength of correlation of each course outcome of every course to each of the 10 Programme Outcomes. The correlation is measured on a scale of 1 to 3 [3 represents high level of correlation]
2. Setting Target PO Attainment Levels. We have accepted the Ideal Level set at Level 2 [70 to 75%]
3. PO Attainment is calculated under Direct and Indirect Methods:
 - **Under Direct Assessment:** Average CO Attainment is multiplied with Average Individual PO strength. (Formula: $80\% [Average\ of\ Individual\ PO\ Strength * CO\ Attainment / 3]$)
 - **Under Indirect Assessment:** PO attainment under Indirect Assessment is calculated based on survey results of alumnae, students and employers with wightages of 25%, 50% and 25% respectively..
 - Scores under Direct and Indirect Assessment with due weightages are added to derive overall PO Attainment level.

4. PO levels attained are compared against targets set.

CO Attainment

Graph 2.6.2b - https://www.svims.edu.in/_files/ugd/ba2593_dfe91f459d1d4e00b4db206dc7ea80eb.pdf illustrates CO Assessment Tools and Attainment Processes.

The Process for Measuring CO Attainment is presented in Graph 2.6.2c - https://www.svims.edu.in/_files/ugd/ba2593_dfe91f459d1d4e00b4db206dc7ea80eb.pdf

- 1.CO – PO Correlation Articulation Matrix is prepared.
- 2.Appropriate Formative Assessments are designed to test specific course outcomes.
- 3.CO Target and Attainment Levels are set and measured for each CCE unit and SPPU End Semester Exam for each course

CO Target and Attainment Levels for Batch 2020-2022:

Level 1: 55% students scoring 50 or more than 50% marks

Level 2 [CO Target/Threshold]
60% students scoring 50 or more than 50% marks

Level 3: 65% students scoring 50 or more than 50% marks

We have set CO Target at Level 2 for all courses.

4. Students’ Course Exit Survey is conducted
5. Preparation of CO Attainment Sheet

Course Outcome wise marks secured by each student in every CCE; Marks secured under University Examination and Course Exit Survey scores are recorded on an EXCEL Sheet which indicates whether set CO attainment target has been achieved and the percentage of students that have achieved/crossed targets set.

6. Gaps in Course Attainment Levels are identified and corrective steps are initiated.

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

2.6.3**Pass percentage of Students during last five years (excluding backlog students)****Response:** 95.97**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
53	53	45	57	54

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

2022-23	2021-22	2020-21	2019-20	2018-19
57	58	47	57	54

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.93

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 1.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.73	0.18	0.45	0	0

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The ecosystem for innovations is created through our Ph D Research Centre, Research and IPR Cell, Institution's Innovation Council, Innovation and Startup Cell, NSS Unit, progressive policies, 'human capital', rich Library and IT facilities and strong industry connect.

Indian Knowledge System

We impart **Value Education - Indian Spiritual Wealth and Culture** everyday through special classes called **Sanctuary**.

We have designed two SPPU approved **Certificate Courses - Spirituality for Leadership, Employee Wellbeing and Organisational Excellence**, which focus on self-awareness, promoting the idea of **Vasudhaiva Kutumbakam** and achieving excellence through the practice of spiritual values

We train students in **Yoga and Meditation** and conduct *seva* programmes for the welfare of society and to help students understand the oneness of mankind.

We teach **Indian Ethos and Business Ethics** course which covers application of management principles and practices as per our Indian Scriptures and promotes value centred leadership.

Programmes that promote knowledge of Indian Culture such as Ek Bharat Shreshtha Bharat; Powada competitions, Millets Festival, visits to tribal areas, villages under NSS Camps are conducted.

Outcome

We believe our Training in Values, Indian culture through Sanctuary is an Incubator for developing Constructive, Sustainable Attitudes for Success in Economic Activities and Creation of a Peaceful Society

IPR

Our Research and IPR Cell organises sessions/ activities under National Intellectual Property Awareness Mission to promote awareness on IPR, patents, etc.

Outcome

During the assessment period, faculty have published 8 Patents.

Innovation /Incubation Centre

Programmes to promote innovation/entrepreneurship have been conducted by Institution's Innovation Council. Prominent Entrepreneurs are invited to share their experiences; workshops are conducted on building an Entrepreneurial Mindset, Content Ideation and Creation, guidance for seeking funds/ technical help for business. Business Ideation Competitions, Entrepreneurship Courses and seed funding are offered through Maharashtra Centre for Entrepreneurship Development; Entrepreneurship Course conducted by Indo German Tools and MSME, Aurangabad, holding Navdhara Entrepreneurship Fest are some other efforts in this direction.

Outcome

- On an average 5% of our outgoing students take up entrepreneurship
- In July 2020, Ms. Tanvi Tirthani won the First prize in a National Level Start up Competition
- We have published a book titled Believe and Achieve - Case Studies of Women in Entrepreneurship.

Other Initiatives

- Our Ph D Research Centre has 33 Research Scholars who create knowledge in contemporary areas of Management
- Courses/workshops on Research Methodology, Research Funding etc are conducted
- Faculty members attend FDPs/seminars for their professional development and share their learnings with other faculty members
- Students are enrolled as members of professional bodies and undertake Internships to seek innovative solutions to management problems
- The Institute has collaborations and 29 MOUs for research and training
- Research based pedagogies are encouraged.

Outcome

- 70 research papers published in UGC Listed Journals
- 117 Sessions by Industry Experts

NSS Unit

Extension and outreach activities create knowledge about social realities and throw up ideas for social entrepreneurship.

Outcome: One of our student has set up an NGO, called Ankur, while she and another student are in the last leg of setting up another NGO, called NARI for empowerment of women

File Description	Document
Upload Additional information	View Document

3.2.2

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

Response: 51

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	8	18	7	4

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

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

Response: 5.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	4	13	11	12

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Institutional data in the prescribed format	View Document

3.3.2

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

Response: 4.27

3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in

national/ international conference proceedings year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
33	5	1	4	4

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4 Extension Activities**3.4.1**

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

Response:

We believe in making our students 'caring, concerned, and responsible' by sensitising them to social issues and their social responsibilities in alleviating these problems. Our NSS, Junior Red Cross and Institute Social Responsibility teams either individually or with NGOs take up different extension programmes described below:

Activity	Impact
Red Cross and NSS	
<ul style="list-style-type: none"> • Blood Donation [209 pints collected] [Anaemia Detection and Counselling]	<ul style="list-style-type: none"> • Saving Lives • Prevention/Management of Anaemia
<ul style="list-style-type: none"> • Health Screening Camps at slums • Workshops on Disaster Management 	Gaining knowledge of disasters and skills to manage the same
NSS	
7 day Village Immersion Programmes at <ul style="list-style-type: none"> • Phulgaon • Kelgaon • Awhalwadi 	<ul style="list-style-type: none"> • As future managers, students understand how decisions can have social impact based on an understanding of Gram Panchayat systems, socio economic variables, financial and digital inclusion etc

<p>[Medical Camps; surveys to understand financial and digital inclusion, health care for women, awareness of Government welfare schemes]</p>	<p>Community Impact</p> <ul style="list-style-type: none"> • Medical camps/eye, breast cancer/dental check-up and availability of subsidised health care have led to Improved health, disease prevention • Improved awareness of sustainable practices, e-banking, Government Schemes
<p>Awareness Building [National Programmes]</p> <ul style="list-style-type: none"> • Swachh Bharat Abhiyaan • Swachh Wari, Swashtha Wari, Harit Wari • Jal Abhiyaan • Tree Plantation • Health – Poshan Pakhwada, Anti-Tobacco, Aids Awareness, Nasha Mukht Abhiyaan; COVID awareness and prevention 	<ul style="list-style-type: none"> • Developing neighbourhood network, promoting cleanliness, health,environment protection /water conservation • Promoting Nutrition; sensitising about social ills of drinking, drugs,tobacco
<ul style="list-style-type: none"> • Heritage Walks: Cleaning Our Forts 	<ul style="list-style-type: none"> • Learning about and preserving our culture
<ul style="list-style-type: none"> • Promoting Civic Responsibilities– voting rights, traffic rules 	<ul style="list-style-type: none"> • Character building/discipline • Electoral Literacy
<ul style="list-style-type: none"> • Commemorating days of National Importance 	<ul style="list-style-type: none"> • Building patriotism; Respecting national heroes
<p>Institute Social Responsibilities</p>	
<p>Tribal Community /Rural Villages Welfare Programme at</p> <ul style="list-style-type: none"> • Kalote, Raigad • Jambarung, Dist Raigarh • Zilla Parishad School, Kandhroli Tarf, Raigad • Tapola Mahableshwar <p>[Based on need analysis, ration kits are distributed; multivitamins are given to anaemic women; essentials such as raincoats and footwear to children; skits teaching universal values, ‘good/bad touch, art and craft workshops]</p>	<ul style="list-style-type: none"> • Promoting Oneness of India • Students learn humility <p>Community Impact</p> <ul style="list-style-type: none"> • Access to resources improves well-being of beneficiaries
<p>Slum Welfare Programmes in Vicinity of the Institute</p> <ul style="list-style-type: none"> • Sant Gadge Maharaj Vasti • Shantai Foundation – Yerawada <p>Pune Municipal Schools:</p> <ul style="list-style-type: none"> • Bloomfield House of Knowledge School • Mahatma Jyotirao Phule High School 	<ul style="list-style-type: none"> • Women have become aware of legal remedies against domestic violence • Students have adopted the task of Environmental Advocacy and the use of cloth pads has helped girls in slums maintain hygiene and attendance in schools

<p>[Instilling human values among ‘at risk’ children; Workshops on sexual abuse; legal rights of women; basic health screening camps; besides, ration/joy kits, clothes are distributed on festivals.]</p> <p>Menstrual Hygiene and Cloth Pad Making</p> <p>We teach making cloth pads that are cost effective, hygienic, safe and environment friendly for use by low income group girls and also as a business proposal</p>	
<p>Social Outreach Programmes</p> <p>[Visits to NGOs for the blind, orphans, destitute, aged, differently-abled, street beggars, children with cancer etc]</p>	<ul style="list-style-type: none"> • Students Understand the importance of care for the aged/destitute • Volunteering of 20 hours each by students at NGOs • Helped to Alleviate hunger or fill some deprivation
<p>Visits to Animal Shelters</p>	<ul style="list-style-type: none"> • Care and Understanding of Animal Rights
<p>File Description</p>	<p>Document</p>
<p>Upload Additional information</p>	<p>View Document</p>

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

The Philosophy of education as articulated and lived by our Holy Founders, Sadhu Vaswani and Revered Dada JP Vaswani is:

‘Reverence is the Root of Education and Service is the Fruit of Education’. We believe that education is to be used as an instrument of service of mankind. Extension and outreach activities therefore play an important role in educational endeavours at SVIMS.

The institute actively participates in various extension programs designed by SVIMS, Sadhu Vaswani Mission, Savitribai Phule Pune University, Rotary Club, Shantai Foundation etc. Events such as Legal Literacy for Women, Promoting Menstrual Hygiene, Menstrual Cloth Pad Making, Environment Protection [River Clean up drives, Tree Plantation, Swachh Bharat] Health Camps, Orienting children in

Municipal Schools, Tribal Areas, nearby slums about ‘Good Touch, Bad Touch,’ Blood Donation etc are conducted.

Rewards and recognition do come our way for the work being done, but what motivates us, is our Founder’s Philosophy: **The Reward of Service is More Service.** We therefore relentlessly try to improve our footprint in social outreach programmes and seek the incremental difference as our rewards and recognition.

The Institute has received certificates of recognition from Savitribai Phule Pune University, Election Commission of India, Pune District, Corporators, Gram Panchayats and Jetline Foundation.

File Description	Document
Upload Additional information	View Document

3.4.3

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

Response: 53

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	21	3	8	6

File Description	Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship,

on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 29

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

SVIMS is nestled in the posh and popular, yet quiet place of Koregaon Park, Pune. It has the best-in-class infrastructure to make teaching – learning an enjoyable experience. The teaching – learning, ICT facilities and other infrastructure, both in terms of number and size are over and above those mandated by AICTE. The building situated on 0.5 acres of land has a carpet area of 1,969.44 sq mts.

A. There are **4 classrooms and 2 Tutorial rooms** that are well-ventilated and aesthetically designed exclusively for teaching – learning purposes. The classrooms have 30 benches each to comfortably seat 60 students while the Tutorial rooms can accommodate 30 students each.

There are **break out spaces** annexed to the corridor space to facilitate group discussions as required.

B. ICT Facilities: The class rooms are equipped with ICT facilities such as 86 or 75 inch Interactive Panels, mounted LCD projectors, desktops, internet facilities, white screens, and green boards. The classrooms are under CCTV surveillance.

Two Computer Labs house **19 machines**. These are used for teaching- learning, and research purposes. One of these computer labs also houses a Language Lab. We have:

- 124 Desktops, LAN facilities, wi -fi enabled campus and Internet Connectivity of 100 MBPS
- UPS and generator for power back up
- Six Printers and 2 Xerox machines for reprography
- Licensed System Software -08; Licensed Application Software-95
- Lecture Capture Facility
- Sound Proof Audio-Visual Studio for developing e content
- We have an LMS[currently Studium] for streamlining the process of administering, delivering and tracking educational content and helps in activities right from of Time Table to Session Plans, Course Outcomes and their measurement, assessments etc

We have a **Seminar Hall and an auditorium** with state of art acoustics and modern, comfortable seating. These are used for conducting seminars, guest lectures, cultural events, public functions etc.

Library is well equipped with books and journals and e resources, reprographic facilities and sufficient

space for reading and research activities.

SVIMS integrates sports and extra-curricular activities as essential components within the transaction of its curriculum. We have a **multi-purpose sports court** measuring about 6500 sq ft for Athletics, Volleyball, Basketball, Throwball, etc. and a Badminton Court of 667 sq ft. We also have indoor games like carrom, table tennis and chess; besides a **state of art Gym** with equipment such as Tread Mill, Leg Press, Elliptical, Upright Cycle, Recumbent Cycle, Single Station Multi Gym, Flat Benches dumbbells, Steppers, Gym Ball etc.

Cultural events are organized at the Ground Patio as well as the Seminar Hall.

‘Sanctuary’ is the spiritual and the mental nurturing practice at SVIMS and we have a dedicated Sanctuary Hall to facilitate the same.

Our covered terrace of 537.105 sq m is used for conducting Yoga and Meditation / discussion retreats.

Besides, we have an Examination Room, First Aid Room, Training and Placement Office, Canteen, among other facilities. **Two lifts and ramps, special rest room and other facilities that make the Institute ‘differently abled’ user friendly.**

File Description	Document
Upload Additional information	View Document

4.1.2

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

Response: 53.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
152.48	10.29	0.34	1.89	9.53

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

Although, young, the institution has a modern, well-endowed digital library.

- **Integrated Library Management System Used:** KOHA and VRIDDHI
- Version: 2.0 Build 246.2 Full Version
- Year of Automation: 2010

KOHA is used for acquisition, circulation, cataloguing, search and reports. It has RFID system for library circulation and allows data interchange through Z39.50 server and client. It has Web 2.0 facilities like tagging, comment, social sharing and RSS feeds, bar code printing, patron card creation, report generation and patron self-registration form through OPAC.

We also use VRIDDHI LMS to generate Library ID Cards and accession of physical national and international journals.

Details of Books

Titles and Volumes

Year	Title	New Title Added	Total Titles	Volumes	New Volumes Added	Total Volumes	Amount Invested	Accession Numbers
2018-2019	2839	238	3077	4027	259	4286	83614	4546 to 4806
2019-2020	3077	198	3275	4286	261	4547	82755	4807 to 5067
2020-2021	3275	58	3333	4547	76	4623	32298	5068 to 5143
	3333	1	3334	4623			600	

2021-2022				1	4624		5144
2022-2023	3334	145	3479	4624		4990	5145 to 5510

Over 546406 E – Books are available on DELNET, N-List, e-kumbh, Project Gutenberg, Internet Archive, Hathi Trust Digital Library etc

Journal Subscriptions

Year	International Journals	National Journals	Total	Amount
2018-19	06	08	14	31975
2019-2020	06	06	12	30517
2020-2021	06	06	12	33678
2021-2022	12	12	24	93298
2022-2023	12	12	24	93309

E-Journals

Year	Description	Amount	Link
2018-19	J-Gate Social Science and Humanities	66198	https://jgateplus.com/home/
2019-2020		67522	
2020-2021		67522	
2021-2022		67522	
2022-2023		58366	

Open Access Full Text E – Journals are also made available: Annual Reviews, Economic and Political Weekly (EPW), Indian Journals, JSTOR, Oxford University Press, Cambridge University Press etc

Sunscription based Resource Sharing Library Network

Year	Description	Amount	Total	Link
2018-19	DELNET	13570	13570	https://discovery1.delnet.in/
2019-2020	DELNET	13570	13570	https://discovery1.delnet.in/
2020-2021	DELNET	13570	13570	https://discovery1.delnet.in/
2021-2022	DELNET	13570	19470	https://discovery1.delnet.in/
	N LIST	5900	5900	https://nlist.inflibnet.ac.in/
2022-2023	DELNET	13570	19470	https://discovery1.delnet.in/
	N LIST	5900	5900	https://nlist.inflibnet.ac.in/

Other Open Access E Resources: British Columbia Open Text Book Project, e-campus Ontario, Skills Commons, Saylor Academy, Commonwealth of Learning, Rice University Open Stax, Libre

Open Educational Resources

Sr. No.	OER	Link
1	Shodhganga	https://shodhganga.inflibnet.ac.in/
2	Shodhgangotri	http://shodhgangotri.inflibnet.ac.in/
Additional Resources		
1	Swayam	https://swayam.gov.in/
2	e-PG Pathshala	http://epgp.inflibnet.ac.in/
3	NDL- National Digital Library	https://ndl.iitkgp.ac.in/
4	ECLM	http://eclm.unipune.ac.in/
5	DOAJ	https://doaj.org/
6	Springer Open	https://www.springeropen.com/journals
7	Taylor Francis Online	https://www.tandfonline.com/openaccess/openjournals
8	Google Scholar	https://scholar.google.co.in/

Library Usage

	Particulars	2018-19	2019-20	2020-21	2021-22	2022-23
	No. Of Working Days	180	180	180	180	180
LIBRARY USERS	Students	115	118	113	147	206
	Teachers	6	6	6	6	9
	TOTAL	121	124	119	153	215
PHYSICAL	As Per Library Entry Register	2006	1834	191	269	316
	VRIDDHI	1134	1656	21	60	683
	TOTAL	3140	3490	212	329	3849
E-ACCESS	TOTAL	3323	1460	1068	430	11123
	Total E-Access Per Day	139.46	132.11	124.93	155.39	276.79
OVERALL	Total Library Access	6463	4950	1280	1280	14972
	Per Day Library Access	35.91	27.50	7.11	7.11	83.18
	Percentage Per Day	29.67%	22.18%	5.98%	5.98%	38.69%

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

IT upgradation is done based on course requirements, AICTE mandated computer – student ratio, and working condition of existing IT equipment. Internet Bandwidth has been upgraded from time to time.

LAN and Wi-fi

We have adopted a three-layer switching (Core, Distributed and Access) model. Core switches connected with the Optical Fibre Network are used for routing and switching functions. This core switching is extended to Distributed Switching for each floor, where 100/1000 Mbps Gigabit Switches are installed. 11 switches connect Intranet, Internet, DMS and learning platforms. CAT 6 cabling is used in the campus for connecting switches to computers.

SVIMS campus is Wi -Fi enabled since 2016 with 4 Wi-Fi CISCO Routers on each floor and controller in server room and 2 D-Link wireless Dual Band Routers are used in the campus for Wi- Fi facility. **Wi-Fi speed of 1 to 2.0 Gbps throughput is available in each Access Point.**

Computers

We have 109 computers exclusively for use by students.

Software

The Institute has licensed MICROSOFT software and updates are available at regular intervals

Operating System

1. MS Windows 100 User license including server
2. Ubuntu

Application Software

1. Ms Office 365
2. TALLY 6

Programming – Frontend & Backend

1. Eclipse
2. Visual Studio
3. XAMPP

Firewall

We have Cisco Firewall ASA5510-BUN for safe browsing and protection from cyber-attacks.

VRIDDHI ERP is used for e-governance in areas of student admissions, attendance etc and KOHA as Library Software since 2017 -18.

We started using **Document Management System [DMS]**, an open software to meet documentation needs from 2018.

AMCs are in place for upgradation of Software applications, ERP and maintenance of ICT facilities and 30 KVA UPS.

IT Up-gradation

1. Internet bandwidth: Upgradation from

- 16 MBPS in 2017-18 to
- 32 MBPS in 2018-19 to
- 50 MBPS in 2019-20 and
- 100 MBPS in 2020-21

The 100 MBPS dedicated lease line service is provided by TATA Tele business.

1. Computers: Purchases

- Ten i5 (12th Generation) machines were purchased in 2021-2022
- Ninety I 9 Machines were purchased in Academic Year 2022-23

1. Smart Boards and LCDs

- In 2018 a Smart interactive panel was purchased
- In September 2019, we invested in Epson Smart Interactive Projector; Number of LCD projectors thus enhanced from six to seven
- In 2022-23, we invested in four 86 inches and two, 75 inches Interactive Panels.

Besides, we have invested in

1. UPS upgradation
2. New version of EPBAX system in 2021
3. Upgradation to Techroutes Layer - 3 switch in 2022
4. Up-gradation to Axilspot (ASC175) for access points.
5. Library server has been upgraded to access online resources
6. Upgradation and Enhancement of CCTV surveillance
7. Quick Heal Anti-Virus License for 70 users was renewed in August 2020.

ICT enabled Teaching Learning

All classrooms have LCD Projectors and Computers. In 2017 we invested in a Lecture Capture System by IMPARTUS in seminar hall.

Admin Console (Microsoft 365): We have licensed version of Microsoft 365 services to manage applications, services, data, devices, and users across @svims-pune.edu.in. We have LMS by Studium which has allowed ease in managing academic content and academic processes.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 1.63

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

Response: 109

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 5.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
2.87	6.22	2.52	2.55	2.43

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 56.62

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

2022-23	2021-22	2020-21	2019-20	2018-19
130	78	63	44	40

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document

5.1.3

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

Response: 80.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
118	117	63	93	114

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 71.37

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	49	37	48	27

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

2022-23	2021-22	2020-21	2019-20	2018-19
53	53	45	57	54

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

5.2.2

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

Response: 38.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	4	0	24	1

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 17

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	11	6	0	0

File Description**Document**

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**5.3.2**

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

Response: 24.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
36	32	24	18	12

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**5.4 Alumni Engagement****5.4.1**

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

Response:

The SVIMS Alumni Association was registered on 22nd February 2018 under the Societies Registration Act 1860 bearing Registration No **Mh-303/2018/Pune**. The members meet once in a year to deliberate on ways of building synergetic and sustained relationship with the alma mater.

Our alumnae have created brand equity for the institution and the Institute makes every effort to engage with them to leverage their achievements.

Financial Contribution

The alumni have contributed Rs. 34440 during the assessment period.

Alumnae Engagement - Non-Financial Contribution

Industry – Academia Connect

Alumnae network with corporate stalwarts and recommend them for addressing students on contemporary issues, counselling, placements and internships

Committee Members

Alumnae are members of committees such as Internal Quality Assurance Cell and Institute Development Committee.

Curriculum Development

Alumnae Feedback is taken annually on Curricular aspects and is constructively used to introduce industry relevant Institute Level Courses/Certificate Courses. We have profited from their advice and introduced courses like Fintech, Digital Marketing etc.

Guest Speakers

They are invited to share their corporate experiences and address students on important and current topics.

1. For example, 10th July 2021, Ms. Sonal Makhijani, Asst. Vice President, Credit Suisse spoke on Job Opportunities in Risk Management

2. Alumnae are also invited to speak on value-based education in Sanctuary and during student Induction programmes.

Summer Internship Projects and Placements

Alumnae aid the students in securing placements/summer internship projects in their companies; selection of topics and report writing. They help in conducting pool campus drives and guide students to prepare for the interviews

Some of our alumni who are entrepreneurs provide recruitment opportunities too.

Alumnae Support in Placements and Internship

2021-2022

Sr. No.	Name of Alumna	Company	Students Placed
1	Ms. Ekta Borde	Sage Automobile Group [India] Pvt. Ltd.	<ul style="list-style-type: none"> • Ms. Rutuja Parkhi
2	Ms. Taneem Hakkimjiwala	Sekel Technologies Ltd.	<ul style="list-style-type: none"> • Ms. Safaa Firoz Shaikh
3	Ms. Rochelle Fernandes	KPIT	<ul style="list-style-type: none"> • Ms. Vanesa Manuel • Ms. Sakshi Jodhwani • Ms. Deepika Chanchlanie
4	Ms. Sayali Choudhary	Huntsman Baron	<ul style="list-style-type: none"> • Ms. Gangotri Oz

2020-2021

Sr. No.	Name of Alumna	Company	Students Placed
1	Ms. Steffi Gard [Batch 2010-2012]	eClerx.	<ul style="list-style-type: none"> • Ms. Gini Pandya • Ms. Gayatri Pardeshi • Ms. Sonal Bhawgat • Ms. Apoorva Sarvade • Ms. Siddhika Pawar • Ms. Manisha More

In 2020-21, Ms. Prachi Nagdev and Ms. Nishita Peshwani from Batch 2018-2020, helped in the recruitment process for TEK Systems and Global Talent Track respectively.

Career Guidance /Counselling

Alumnae share with students their experiences in choosing specializations and their experiences in the corporate world as also skill based certificate courses. For example, Ms. Komal Panjwani addressed students on the benefits of doing a course on SAP

Promoting Institute events

Alumnae help in promoting different events organised by the Institute and also help in connecting students with sponsors for the event.

Others

- They donate books to the Library; grocery and clothes during CSR drives
- Contribute articles/stories/poems to our newsletter SETU. For instance, Ms. Shirin Medora [Batch 2017-2019/ contributed to SETU for the September-November quarter 2021
- They suggest and arrange industrial visits

They serve as brand ambassadors and help in recommending potential students for admissions.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The Governance and leadership are powered by the Institutional Vision and Mission. The Vision and Mission find expression in the Perspective Plan which lays out time bound short term and long term initiatives for expansion, building quality, faculty development, research etc.

In line with the Vision and Mission, our Programmes in Management and Tech empower women to become thought leaders, innovators, and solution providers to industry and society. They are nurtured by competent faculty to develop domain knowledge, professionalism and skills for the VUCA world

NEP Implementation and institutional Growth

Key aspects of NEP have been implemented through the provision of Multi-disciplinary programmes, integration of Indian Knowledge and imparting of value education, community welfare programmes and skill development through certificate courses.

Flowing from the Perspective Plan, the Institute has grown from offering only MBA in 2010 to offering multi – disciplinary programmes of Ph. D in various Management domains in 2018 and Master of Computer Applications in 2022. Institutional Growth, is witnessed in terms of over 55 Skill based Certificate courses/MOOCs being offered, Research Publications and Patents and passing percentage of students and placements. There has been infrastructural development and undertaking of quality accreditation initiatives. The Institute is awaiting University permissions for starting Open Distance Learning programmes.

The Institute has value based, transformative education, imparted through ‘Sanctuary’ classes conducted every day and ‘Seva’ programmes for orphanages/destitute to help students imbibe values of social responsibility, care and compassion.

Participation in Institutional Governance

The Governing Council sets the Perspective Plan and policies and decisions for effective Institutional governance and leadership. Management Members attend and participate in IQAC and Institute Development Committee Meetings [99 % attendance] and directly express as also hear the voice and vote of stakeholders on different issues. Deployment of Perspective Plan is monitored through reports presented by the Director in Governing Council. Management interacts with staff members while attending some Institute programmes or at congregations organised by the Parent Body.

Decentralisation

Distributed governance is used as a tool to achieve the Mission effectively and efficiently. Further a well-defined Governance Structure and adherence to Code of Ethics bring in transparency and accountability in the process and pursuit of achieving set goals.

Governance Structure at SVIMS

Distributed Governance is evidenced in the presence and activities of **The Institute Development Committee** which has representatives from Management, Director, senior faculty members, administrative staff, students, alumni and industrialists. The committee members collectively develop policies and strategies to execute the Institutional Mission and Vision.

The **Internal Quality Assurance Cell** acts as a think tank to engineer policies and initiatives to ensure a culture of excellence and deploys the Perspective Plan.

Chief Examination Officer, The NSS Officer, Student Development Officer and Institution Innovation Council Coordinator decide on Examinations, Community Outreach and Extension Activities, Student Development activities and Entrepreneurship and Innovation activities respectively.

Statutory and other Committees such as Anti Ragging, Grievance Redressal Committee, SC/ST Committee, etc. have members representing different stakeholders and provide operational support and governance by making plans and executing tasks in specific areas.

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment**6.2.1**

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

Response:

Institutional bodies, policies, appointment and service rules are as mandated by AICTE/ DTE, UGC /SPPU and annual compliance reports are submitted to such bodies.

1. Institutional Governance**The Governing Council**

The Governing Council comprising of Management Trustees of the Founding Body- Sadhu Vaswani Mission and the Director as the Ex officio Secretary serves as the apex authority which governs the Institute. The members guide the Institute on strategic plans/policies, infrastructural development/augmentation, expansion, research facilities, funding etc

Director

As Executive Head of the Institution, directs and manages daily institutional affairs and implements the directives of the Governing Council subject to norms and mandates of regulatory bodies.

The Director is supported by the Head of Department, Internal Quality Assurance Cell and Registrar [Administrative] as also by Committees and Cells. The Director with the help of staff deploy the Perspective Plan for the Institution.

Institute Development Committee

It draws up comprehensive development plans regarding academic, administrative and infrastructural growth, commencing new courses/programmes, welfare measures, and other operational processes. It comprises of representatives from the Governing Council, Director, IQAC Coordinator, senior faculty members, non-teaching staff, alumnae and industry/local society representatives and parent representatives. It serves as a link between the Governing Council and the Institute

Head of Department

The HOD works in an advisory capacity to the Director and coordinates and monitors academic and administrative activities including performance of faculty members and non-teaching staff

Internal Quality Assurance Cell

The IQAC is tasked to undertake brainstorming and critical planning of quality initiatives in all academic and administrative areas, faculty and student development, enhancing quality, monitoring and achievement of quality benchmarks.

Committees and Cells

Statutory [Anti Ragging, Grievance Redressal, SC/ST Committee, Equal Opportunity Cell etc] and other Committees such as Library Advisory Committee, Examination Committee etc support the Institute's administration. These committees look into specific issues of academics/administration/cultural/ social development. Faculty, Staff and students are members of these committees and help bring about an interconnection between various units of the Institute.

Administrative Setup

The Registrar is overall in-charge of non-teaching staff.

B. Recruitment, Promotion, Performance Appraisal and Service Rules

Recruitment, cadre ratio, promotion, performance appraisal, service rules are in line with directives of regulatory bodies such as AICTE/UGC/SPPU and Government of Maharashtra. These are endorsed for implementation by the Governing Council and are brought to fruition by the Director. The Employee Handbook [<http://svims-pune.edu.in/employee-handbook/>] outlines service standards, code of conduct, leave rules, faculty development, recruitment, termination etc. Similarly there are procedures and policies for Grievance Redressal too.

Employees of SVIMS are oriented about these rules when they join SVIMS and while changes are made.

The promotion of non-teaching staff is done as per policies laid by Management.

Strategic Plan

The Strategic Plan is prepared every five years and is based on the Institutional Vision and Mission. Once approved by the Governing Council, the Director and IQAC charter their agenda to deploy the Perspective Plan and monitor its deployment. Achievement of targets is taken up with the Governing Council.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The Institution is a self-financed, private Institution. However, it complies with major welfare measures stipulated for Government aided educational institutions

Common Welfare Measures

- Seventh Pay commission scales and Payment of Minimum Wages to Class IV employees
- Payment of Employer's and Employee's Contribution to Provident Fund
- Payment of Premium for Group Insurance under which each employee is covered for an amount of Rs.
- Medical Leave besides Casual Leave
- Maternity leave for women.
- State of art Medical Facilities provided for free/subsidised rates at hospitals/diagnostic centres under Sadhu Vaswani Mission.
- Duty leave / relaxation in duties is allowed for pursuing higher studies
- Celebration of some festivals with family members of staff are organised to foster social ties, bonhomie, and camaraderie
- State of Art Gym facilities, indoor and outdoor games; Pantry facilities, RO drinking water, lift facility, well-ventilated work spaces etc
- Non-discriminatory treatment for promotions, benefits etc
- Free COVID-19 vaccination was provided for staff and their family members
- Advance Salary paid for Diwali

Welfare Measures - Teaching Staff

- Opportunities for attending programmes by Professional Associations, membership of which is paid for by the Institute
- Provision of cabins for privacy and ease of work
- Faculty development programs conducted for professional growth
- Financial support for Patent Publication and Paid Leave Ph. D work

Welfare Measures for Non-Teaching Staff

- Instalment facility to buy computers – the Institute uses its goodwill to get the best deals on easy and interest free instalments from vendors
- Ration kits for Class IV employees -grains and groceries are provided and cash of Rs. 500 at least thrice a year
- Skill development courses are organised for increasing professional competence

Performance Appraisal

The performance of each permanent employee is assessed annually to objectively evaluate performance and identify aspects for improvement.

Faculty Appraisal comprises of:

1. Self-appraisal

The teacher details out fulfilment of set KRAs in respect of Teaching – Learning, Research, Industry interface, contribution to corporate life etc.

2.Student Feedback

Collected at the end of every semester, the students assess teachers in terms of ability to communicate well, complete syllabus on time, design meaningful assignments etc.

3. Appraisal by Director: The Director's narrative and assessment of the teacher's competencies and contributions.

Based on ratings, teachers are commended for achievements and motivated to take up higher responsibility or counselled for undertaking developmental programmes for improvement in competence, improving attitude, communication skills etc. Where poor performance is repeated, a teacher may be called upon to resign.

Non-Teaching Staff

The Registrar will fill a simple Rating Form for staff in administrative department directly reporting to him/her. The form lists various parameters of appraisal such as Job Knowledge, Cooperation with Co-

workers, Delivery of student services, adherence to Deadlines. Courtesy, being proactive etc. The Director shall review these evaluations by the Registrar and countersign the document with comments/observations and suggestions, if any.

The Director will fill a similar Performance Appraisal Form for the Registrar.

Appraisal of Librarian:

A Self Appraisal Form will be filled by the Librarian and the Director will put in remarks /observations/suggestions.

File Description	Document
Upload Additional information	View Document

6.3.2

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

Response: 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

2022-23	2021-22	2020-21	2019-20	2018-19
9	7	5	6	1

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

6.3.3

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

Response: 56.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	6	5	6	5

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	5	5	5

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The Institute has a system of audits both by internal and external auditors

Scrutiny of financial transactions by a practising Chartered Accountant of Sadhu Vaswani Mission as Internal Auditor

- The payment of Provident Fund for employees is made through Sadhu Vaswani Mission
- Bills etc are checked for GST payments
- The Institution has the same PAN as with the Founding Body hence Income Tax Returns are monitored by the Trust
- Purchase bills are entered on TALLY and vouchers and Online Payment statements/Cheques are signed by the Director and the authorised Management Signatory
- Salary payments are sanctioned and signed by the authorised Management signatory and the Director
- Within the Institute, the Director checks financial transactions, vouchers, cash book and entries.

External Audit is undertaken by Practising Chartered Accountants. They check vouchers, undertake ledger scrutiny, fixed assets register, verification of acquisition of fixed assets against quotations, cash book, bank reconciliation statements and compliance of expenditure norms set by regulatory bodies for grants received and reporting of

- Revenues generated in terms of fees, grants, donations.
- Categorisation of Expenses into Capital and Revenue Expenses
- Expenses incurred, fixed assets acquired, etc.
- Utilization of grants

- Dues from Govt. of Maharashtra, MAHADBT
- Deduction of Tax at Source
- Income Tax Payments and Returns
- GST payments
- Statutory payments such as Provident Fund
- Payment of Profession Tax and Returns
- Statements filed with Fee Regulating Authority for Fee Fixation

The audited Financial Statements of SVIMS are incorporated by SVM in their Financial Statements after they are verified by their Statutory Auditor. SVM, being a Trust, the financial statements are submitted to Charity Commissioner and the Income Tax Department for scrutiny and authentication.

The Audited Account Statements of the funds received from BCUD under the Student Welfare Scheme and for organizing seminars are re-audited by the Savitibai Phule Pune University.

- Resource mobilization:
- Efforts are made to mobilise Funds in multiple ways:
- Striving for full admissions to help sustain through fees
- Donations/grants from philanthropists/industry
- University for conducting examinations
- Grants from SPPU/AICTE for conducting Seminars
- Sponsorship of events
- Funds for Student Welfare, NSS, Earn and Learn Scheme
- Alumni Contributions
- Management Funding for Infrastructure development and augmentation
- Resource Utilization
- Proposals for expenditure are prepared and forwarded for approval to the Director /Management
- Quotations are invited from three vendors and finalized by Purchase Committee based on parameters like Price, Quality, Terms of Service, etc
- Donations from philanthropists are utilized strictly for the stated purpose
- A budget is prepared for utilizing SPPU grants received and all expenses on various heads are made within permissible limits. Further, utilisation of such grants is certified by the auditor.
- Funds received from Industry are utilized for quality improvement initiatives rather than for revenue expenses
- The Director and faculty leverage the goodwill of SVM to get the best of corporate speakers on a pro bono basis.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Incremental improvements made

A. Introduction of New Programmes

- Ph. D in different Management Subjects
- Master of Computer Applications

B. Augmentation of Infrastructure

- Addition of 2 classrooms, Computer Centre, Seminar Hall and Recording Studio
- Badminton Court and Multipurpose Sports Court

C. Augmentation of IT /ICT Facilities

- 90 new I9 /I5 machines
- Internet Bandwidth increased from 16 to 100 mbps
- 86 inches Interactive Panels in 4 classrooms
- EPSON Interactive Projector
- EPBX machine
- ERP system [VRIDDHI] for e-Governance
- Document Management System- open-source software for Documentation

D. Augmentation of Library Resources

- Library books increased from 3507 to 2018 to 5510
- Subscription to INFLIBNET, N LIST, DELNET, Shodh Ganga
- Adoption of KOHA ILMs

E. Research

- Total Faculty Research Publications: 70
- 08 Patents registered
- Research Methodology Coursework conducted
- Research Guide Base increased from 3 to 08; Ph D Research students enrolled: 33 as against 1 in 2018

F. Audits Conducted

- Academic and Administrative Audit
- Environment, Energy, Gender Audit
- ISO Certifications

G. Extension and Outreach Initiatives

- Set up NSS Unit, RED CROSS Unit
- Significant Increase in Number of Extension/Community Outreach Activities

H. Student Related Initiatives

- Over 50% students availing Government Scholarships and Earn while You Learn Scheme
- Enrolling students as Members of Professional Bodies
- Greater enrolment of students in MOOCs

I. Other Initiatives

- Adoption of Outcome Based Education; Scientific Measurement of Outcomes
- 55 Certificate courses offered
- Setting up NPTEL Local Chapter
- 193 Faculty Development/Professional Courses undertaken by faculty and admin staff.
- 29 MOUs
- Online Internal Exams Grievance System set up
- Gender Equity and Sensitisation Programmes, workshops on IPR/Cyber Security/ Entrepreneurship conducted

IQAC has institutionalized Processes for:

Teaching – Learning – Evaluation

- Designed OBE Manual and trained faculty to align pedagogy and CCE with learning outcomes
- Enhanced use of ICT and use of Experiential, Collaborative and Cooperative Pedagogies.

Framing of Institutional Policies

Staff trained to write Policies, Processes and Procedures. The Institute has 19 academic/administrative policies.

Curriculum Enrichment

- Introducing minimum two Certificate Courses per year
- One session by an industry person per core subject transacted.

Structured Stakeholders' Feedback

Collecting and analysing stakeholders' feedback twice a year on effectiveness of teachers, satisfaction

with curriculum, achievement of outcomes, etc. and initiating corrective action.

Compliance of Recommendations [Post Accreditation]

1. Holistic development ensured through counselling, coaching, guest lectures by experts and through skill development initiatives.
2. Over 55 certificate courses introduced for employability and development of Skills
3. German Language course introduced. Students can also learn other foreign languages on DELNET.
4. Transport facility offered by Founding Body but no viable demand.
5. Seed money for Patent Registration provided to three faculty members.
6. Students have participated in over 170 cultural /sports activities during the Assessment Period
7. Alumnae association has been strengthened.
8. The IQAC, IC, Anti-Ragging, SC/ST Committee, Grievance Redressal Committee, Examination, Library Committee have been set up and are working effectively.
9. Training and Placement is strengthened as evident from Placement Figures and Career Guidance facilities offered.
10. Faculty appointed in compliance with AICTE norms.
11. Payment of Salaries is on Seventh Pay Commission basis besides offering other financial and non-financial incentives.

File Description	Document
Upload Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2. Academic and Administrative Audit (AAA) and follow-up action taken**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Participation in NIRF and other recognized rankings**
- 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gender Equity and Gender Sensitization through Curricular and Co – curricular Activities

We promote Gender Equity by Creating Opportunities in Management and Tech for Women in India [Through MBA and MCA Degrees]. **This is the scenario in India:**

India's Rank: 140	80% Men	26.7%
(Amongst 156 Countries)	62.3% Women	
Global Rank in Women Education	Literacy Rate in India	Women in Tech Industry

We help reduce this gender gap; promoting equity for us thus takes the form of efforts to equip our women with skills and competence that will help them take their rightful space in society. SVIMS is a progressive walk towards a gender-just world and its associated moral, human, economic and development benefits.

Gender Sensitisation

- Of the 74 courses covered in the MBA curriculum, 29 courses have components which cover gender equity/sensitization.
- With professional help we have designed a Certificate Course on Gender Equity. The same is approved by SPPU 26 students enrolled for the course.
- We encourage our students to take up UN courses on Gender Studies/Gender and connected issues such as Climate Change etc. These equip them to understand and assert their roles and even train others in Gender Equity and Sensitisation
- Workshops, seminars and lectures on Gender Violence, Legal Literacy, Sexual Harassment, Women Empowerment, Self-Defense are conducted. During accreditation period, 37 sessions / events have been conducted.

Facilities for Women on Campus

Safety and Security Initiatives

- Collaborating with Damini Squad [All Women Cop Team], Pune Chapter to assure safety of our

girls during and after college hours.

- Setting up of Internal Committee [POSH]
- Fenced concrete boundary walls with the security cabins and women security guards, internal telephone at the gates, with 24x7 guard patrolling
- No vehicles are allowed to be parked after office hours in the parking
- Identity cards for all are mandatory while entering the Institute.
- The entire campus is under CCTV surveillance
- Employee Reference check and Police verification is done for class IV employees
- For any outstation /extension activities, at least one faculty member accompanies students
- Male employees are oriented towards Institute’s zero tolerance towards sexual harassment

Counselling

- Counselling by clinical psychologists and Diversity, Equity and Inclusion(DEI)mentor
- Mentoring by faculty to provide emotional and physical support and providing constructive feedback on their growth.

Other Initiatives

- Setting up of Equal Opportunity Cell
- Personality Development programmes, programmes on women specific diseases and self-defence are arranged under Nirbhaya Kanya
- Physical wellbeing is taken care of through medical support with Inlaks and Budhrani Hospital.
- Special efforts are made to provide scholarships/freeships to girls who are not eligible for Government Scholarships and would lose out on a professional degree for want of funds. We have in our journey supported girls who are daughters of street vegetable vendors and manual scavenger.
- As an Outreach Programme, sessions by subject experts, workshops on cloth pad making, chocolate Ganpati, personal hygiene and women specific diseases, legal literacy are conducted for women at underprivileged schools and nearby communities

We have conducted a Gender Audit to identify areas of improvement.

File Description	Document
Upload Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document

7.1.3

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

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

Response: A. All of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Ecosystem for an Inclusive Environment is created during a 15 day Student Induction Programme building mutual respect and camaraderie. Celebrating Patriotic Days like Har Ghar Tiranga and others,

help students bond over love for the motherland.

Communal Harmony

- We conduct, 'Sanctuary'- value education sessions every day to promote values of love compassion and peace.
- Forgiveness Day, Thanksgiving Week, International Meatless and Animal Rights Day etc. help develop empathy
- Interfaith Prayer Day/Communal Harmony Day is celebrated

Socio Economic Diversity

- 'Seva' programmes are organized to serve orphans, the disabled and animals too.
- Outreach programmes are conducted in select tribal areas and workshops on cloth pad making, legal literacy are conducted in the nearby slum areas
- Efforts are made to enroll students from Reserved Categories and Economically challenged backgrounds
- Institutional Scholarships are 'need not caste based'
- We have an Equal Opportunity Cell and an SC-ST Cell to prevent discriminatory practices
- We conduct different activities to promote Gender Equity

Cultural Diversity

- Our Management Fest – RAYS is essentially an amalgam of cultural events and management games.
- Festivals - Diwali, Eid, Christmas, Gurupurab and others are celebrated
- Food Festivals are organized
- We promote culture through games such as Lagori

Linguistic

- We celebrate Marathi Diwas, Matrabhasha Diwas, Hindi Diwas and hold a German Fest
- We have a Language Lab and DELNET to enable students to learn languages of their choice

Regional Diversity

- Regional Diversity is encouraged in recruitments and student admissions
- We organize 'POWADA' competitions' conduct programmes under Ek Bharat Shreshta Bharat. We partnered with DAMITIS, Odisha to showcase the cultural diversity of Maharashtra and Odisha; .
- We organize Traditional Attires Day

Besides, we have had sessions on different sex orientations and special sessions on Diversity and Inclusion by experts in the field.

Sensitization to Constitutional Obligations

We use varied ways to Promote Constitutional Obligations

- Each student is mandated to take up courses on Human Rights and The Indian Constitution.
- Activities and talks are organised on Independence Day and Republic Day which revolve around Constitutional Values and Rights of People
- Celebration of Human Rights Day ‘Samvidhan Diwas’, Electoral Day, National Unity Day, NSS day
- Promoting electoral literacy among staff and students and helping in Voter Registrations
- Organised Rallies for promoting Human Rights, ‘Seeti Bachao, Shor Machao’ - for sensitising women about rights against domestic violence and sexual offences
- Poster Exhibitions on Preamble of the Constitution and Rights [Article 12 -35]
- Guest Sessions on the Indian Constitution; Workshops on Legal Rights of Women; Sustainable Development Goals
- Studying the Panchayati Raj System during NSS Camps
- The values of dignity and inclusiveness have been promoted by observing Disability Day
- Students and Staff are encouraged to be good citizens through training in first aid and disaster relief; blood donation and organ donation awareness drives, following traffic safety rules, mask distribution during COVID etc
- Students have visited the National War Memorial, Pune
- We observe national events: International Yoga Day, Azadi ka Amrut Mahotsav, Ek Bharat Shreshtha Bharat, Vigilance Awareness Week, Jal Abhiyaan
- We observe the Kargil Diwas to salute martyrs

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice-I

Title of the Practice

Arohana: Rising Higher Through Strong Industry Connect

Objectives of the Practice

Arohana was taken up to Smoothen the transition of our students from campus to corporates by helping them gain a better understanding of the corporate world and leveraging the connect for meaningful internships and attractive placements and support for Institutional Development.

The Context

The New Education Policy 2020, underscores the importance of 'hands on, practical knowledge in Higher Education to help the young meet the requirements of the fourth industrial revolution. This can happen through systematic efforts of nurturing industry – academia relationship. The connect can help both industry and academic institutions to stay relevant; bring in innovation and employability.

Issues/Challenges

- Designing Industry- Institute Connect Framework
- Getting initial access to industry can be cumbersome and challenging
- Managing and strengthening this relationship requires time and investment in human resources

The Practice

A. Map Academic Needs and Identify Industry Partners

B. Establish Methods to Establish and Build the Connect

Different needs [Internships, Sponsorships, Expertise etc] are established and industry partners who can help fulfil these needs are identified. Subsequently, the connect is established by way of /through:

1. Guest Sessions by Industry Experts
2. Placements and Summer Internship Projects
3. Having Industry Experts on Governing Bodies
4. Sponsoring events and allowing Industrial Visits
5. **Inviting Industry Experts to** assess Summer Internships, evaluate events and as experts for Seminars, Conferences

Establishing and Building the Industry – Academia Connect is done with the help of

- Alumnae
- Institutional Membership with professional bodies
- Student memberships of professional bodies
- Establishing connect through LinkedIn Accounts and using social media

Impact

Evidence of Success

- We have organised 117 Guest Sessions by eminent Industry Experts/Professionals during the assessment period; ..% were pro bono
- Seven certificate recognised by SPPU, jointly developed by industry experts/professionals and in house faculty.
- Soft Skills, Digital Equalizer for Girls, Artificial Intelligence, TABLEAU Certificate Courses offered pro bono by Industry/Knowledge Partners
- SIP and other projects assessed by Industry Professionals
- Profiting from advice of Industry experts on Institute Development Committee and IQAC
- Jetsynthesys, Sponsored ten, i5 machines [12th generation] and COVID vaccination; SYSKA: Rs. 15 lakhs for student scholarships and Institutional Development; Sri Krishna Jewels: Installation of Solar Panels [45 Lakhs]; CEO- Caprihans: Student Scholarships [1 lakh]
- Students have been taken for 12 Industrial visits including in Dubai helping them gain practical exposure
- The Institute has 29 MOUs with different companies to leverage industry connect
- Our Placements have been above: 70%
- 277 Summer Internship Projects completed in period from 2018 -2023
- Students have enrolled as members of 04 .professional associations
- Student Satisfaction is high
- There is Brand Building and increase in Institutional visibility in the corporate world.

Problems Encountered and Resources Required

- The constraints of funds and manpower

Covid brought about restrictions in our physical interactions and to some extent adversely impacted the quality of the connect.

Best Practice-II

Title of the Practice

Anugraha: Building Compassionate Communities

Anugraha stems as a natural corollary of our vision of promoting value based education and implementing our Revered Founder, Sadhu Vaswani's construct: **Let Reverence be the Root and Service, the Fruit of education.** Nishkama SEVA [Selfless Service]is one of the fundamental principles of SVIMS

Objectives

To help

- Students imbibe the reality of one humanity
- Sensitise students to community work and gain their commitment to contributing to its wellbeing

- Students become creative/entrepreneurial in solving problems and leadership
- Students to develop gratitude and cultivate the spirit of giving and caring

Context

Our education places emphasis on sharpening the brain and using intelligence to enhance one's own standard of living but fails to enhance standard of life measured in terms of happiness and contentment, peace etc. What is required is education of the heart – development of values of compassion, sympathy, empathy, love, and a sense of oneness of humanity. Anugraha aims to make our students compassionate, and humane by exposing them to human suffering and helping them contribute to alleviate human suffering.

Some issues that needed to be addressed

- Can participation and/or contributions in seva programmes be made compulsory?
- Should participation be incentivised?
- Frequency of conducting such programmes?
- Seva only in select sections/organisations for better impact?
- Impact /outcome expected?
- Responsibility for such programmes?
- Need assessment of beneficiaries?

The Practice

- We undertake three to four SEVA /Social Outreach Programmes in a year whereunder students and staff contribute their mite to buy items of necessity for orphanages, home for the aged or even abandoned animals
- We undertake programmes for spreading awareness about menstrual hygiene and teaching girls and women the art of making sustainable, hygienic cloth pads.
- With our parent body and other NGOs we undertake additional SEVA programmes – like visiting tribal areas /villages /slums
- The Institute has started a unique programme of making every graduating student take up a minimum of 20 hours **of volunteering with a Non- Government Organisation**

Benefits:

1. Helps an MBA student showcase her holistic personality, values, management competency and skills.
2. MBA as a programme tends to be student driven; such activities provide avenues for student to be proactive and drive initiatives
3. Management of such programmes helps students show time management skills, balancing of priorities, reliability, resourcefulness, leadership of events, people and even handling crisis

4. It gives them a first-hand understanding of a problem and like a case study they can analyse the situation and come up with creative solutions

Evidence of Success

- number of seva programmes undertaken, which has germinated in students the attitude of giving back to society.
- Students have expressed satisfaction with such programmes; it has made them caring, compassionate, grateful, empathetic
- Children and inhabitants of tribal areas have received the much needed essentials.
- Myths surrounding mensuration have been busted and girls and women have been provided an economical, sustainable solution to mensuration

Problems

- Covid 2019 adversely affected exposure and experience
- Curriculum of 14 courses per semester makes it difficult to incorporate such programmes as a routine.
- Sustained efforts and scalability is difficult owing to resource crunch
- Impact Assessment and Measurement of social initiatives is difficult

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Our priority and thrust area can be summarised as **Empowerment of women through provision of professional management education that is value based and transformative.**

India at 135 out of 146 countries in Gender Parity dimensions; 143 in economic participation and opportunity and 107 in educational attainment [**Gender Gap Report 2022 - World Economic Forum**] is struggling to achieve Sustainable Development Goal 5: Gender Equality.

There is under representation of women in positions of power and decision making. In India, [Mercer Study 2022] in the technology sector for instance, only 12-17% of positions at the managerial level are

occupied by women, and a mere 4-8% at executive levels. This skewed, 'one gender view' leadership has caused long term harm to economic growth and social development.

According to the Gender Gap Report, it will take almost 132 years to reach gender equivalence all over the world. **SVIMS is a progressive walk towards a gender-just world and its associated moral, human, economic and development benefits.**

Our distinction lies in providing women management and technical education – a superior tool to seek empowerment. We amplify this education to provide women, economic, social, and psychological empowerment. Education in general, but professional and technical education in particular helps them to seek economic advancement, power [share and control of resources] and agency [decision making, right to choices].

A survey of our alumni clearly establishes that an MBA degree has led to their empowerment. Results are carried in the evidence.

Most of our women are first-generation learners in context of professional education and most are from low economic rungs of our society. It is not un often that we encourage and admit students who are daughters of rickshaw drivers and roadside vegetable vendors. In keeping with our vision and mission, all kinds of efforts by the Institution, Parent Body, Director and teachers are undertaken to approach friends and relatives, philanthropists and even like-minded corporates to help out economically challenged students who are keen to pursue their professional studies.

During the period 2020 - 2023, on an average 30% of our students have had an annual family income of less than Rs. 2 lakhs and 45 to 50% of our students are first in their families to pursue professional education.

During the accreditation period 56.62% of our students have been on scholarships. Of this the Institute on its own, through parent body, through Director and philanthropists, corporates have helped students to the tune of Rs.11,96047/-

We have thus been successful in enhancing equity and access to professional education among women from the socially and economically challenged classes; adding women to the economic mainstream; helping women to assert their identities and gain confidence and are thus helping in their empowerment.

We are committed to empower and nurture women in value centred, transformative leadership and management. We seek to forge a new social order where women will claim their rights to leadership and management based on their competence and exercise of ethics and human values. In the early 20th century, our Revered Founder, Sadhu T. L. Vaswani, prophesied that a new world is in the making and women will be called upon to build this new world. He believed that woman is a symbol of shakti. "Shakti," he said, "is not force, shakti is integration." Woman is the centre of integration. Shakti includes intelligence and Sadhu Vaswani wanted this shakti to unfold through the provision of value based, transformative education, irrespective of the education stream one takes up.

At SVIMS, thus while we build the competence of our students and teach them facets of leadership: vision building, skills of organizing, handling power, assuming responsibility, we most importantly teach

them to use their shakti to be ethical, inclusive, compassionate and make and take decisions that integrate and bring about sustainability, equitable growth and Lok Kalyan. We teach our turf to use education to serve society at large.

We encourage students to live our motto ‘Believe and Achieve’ and put into practice our values of Righteousness, Reverence, Reliability and Resourcefulness to guide thought and action. Such an education, we believe helps reigning in of negative tendencies and prevents derailment of leaders. This training is the ‘differentiator’ in the nature and nurture of our education and training.

Our uniqueness and distinction emerges from the fact that we are perhaps, the only PG Level Professional Educational Institution that has a thirty-minute session on each teaching day earmarked for teaching life skills, human values and ethics. We call such special sessions as Art of Living / Sanctuary sessions. It is through these sessions, that we help students imbibe human values and ethics.

Besides, students are given an orientation into Universal Human Values [Course conducted under the aegis of AICTE]. We also offer two certificate courses approved by Savitribai Phule Pune University namely:

Spirituality for Personal Effectiveness, Leadership and Organisational Effectiveness. I and II

We organise SEVA Programmes whereunder students visit orphanages, home for the aged and contribute their time, money and mite to bring comfort, happiness in the lives of the downtrodden.

Our students have expressed that these interventions have helped them evolve as ethical and well-rounded personalities. It has increased their social sensitivities and created an awareness that they need to contribute to the welfare of society.

A survey of our alumni clearly supports our stand that our brand of education has helped our students become ‘ethics conscious’ and sensitive about contributing to social welfare. Results of survey are put up in the evidence.

By providing financial aid and support to women students and training them in human values, we do believe that our graduating students will practice these in their personal and corporate life and create an inclusive, integrated, compassionate, ethical and peaceful society. We have seen them metamorphose into confident and well skilled workforce and raring to ascend the corporate ladders. When we hear corporates talking highly about their commitment, dedication, and ethics we know we are on the right trajectory of bringing in a positive social change and impact.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Additional Information

Institutional Uniqueness and Best Practices

We seek to provide an education that empowers women with a difference. While professional education will bring in pronounced economic, social, psychological empowerment, we train our students to develop social sensitivities and practice value centred leadership

Best Practices

Best Practice 1: **Arohana:** Rising Higher Through Strong Industry Connect is to help stay relevant, bring in visibility, innovation, employment and employability and prepare students to become 'corporate ready.'

Best Practice 2: **Anugraha:** Building Compassionate Communities. This practice helps us to live our vision, mission and our educational philosophy. It is to help students learn to contribute to social welfare whilst pursuing individual materialistic goals

Concluding Remarks :

Conclusion

The cornerstones of SVIMS education revolve around women empowerment, quality of education, character building, community service, love of Indian ideals and Reverence for Humanity. The affiliating University's curriculum is suitably complemented with Certificate Courses and MOOCs that meet national, global and local needs. We conduct various activities to bring in perspectives of cross cutting issues. The adoption of OBE has led to increased use of experiential, cooperative, participative pedagogies. Our pedagogies and assessments are primarily aligned to higher learning outcomes.

We have an ecosystem that enthuses faculty to take up research and publication of Patents; continuous learning and upskilling through Professional Development Programmes. Financial assistance is provided for professional development and publication of Patents.

We promote education as a tool to serve society and undertake various extension /outreach activities, in nearby slums and select tribal areas.

We have state-of-the-art infrastructure, well-endowed library and IT infrastructure that can pave way for entry into the ODL segment. The infrastructure is friendly for the differently abled.

The Institute is recognized under ISO 14001:2015 and has undertaken Energy audit too. Water conservation, recycling of wastewater is undertaken. We promote gender equity and undertake measures to promote harmony and an inclusive environment.

Our thrust is on promotion of value based education through the conduct of sessions called Sanctuary. We have specially designed certificate courses on Spirituality for Leadership, Employee Wellbeing and Organizational Excellence. We conduct SEVA programmes to instill in our students the attitude, aptitude and appetite for contributing to social welfare.

The IQAC sets new horizons for quality in academic and administrative processes. Besides NAAC accreditation, the IQAC has moved ahead even for National Board Accreditation. The Vision and Mission and Strategic Plan serve as the North Star for relentless pursuit of excellence and rendering service to the society. We are powered by our motto 'Believe and Achieve' and continuously strive to raise the bar and meet the challenges of the dynamic educational scape, NEP 2020 to serve our students and the society. We believe we have the wherewithal of preparing our students to meet global challenges with 'Bharatiyata'.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :26</p> <p>Remark : As per revised data and clarification received from HEI, based on that DVV input is recommended.</p>																																								
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>39</td> <td>28</td> <td>25</td> <td>29</td> <td>27</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>44</td> <td>21</td> <td>31</td> <td>25</td> <td>28</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>62</td> <td>31</td> <td>31</td> <td>31</td> <td>31</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>62</td> <td>31</td> <td>31</td> <td>31</td> <td>31</td> </tr> </tbody> </table> <p>Remark : As per revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	39	28	25	29	27	2022-23	2021-22	2020-21	2019-20	2018-19	44	21	31	25	28	2022-23	2021-22	2020-21	2019-20	2018-19	62	31	31	31	31	2022-23	2021-22	2020-21	2019-20	2018-19	62	31	31	31	31
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3.1.1	<p>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</p> <p>3.1.1.1. Total Grants from Government and non-governmental agencies for research</p>																																								

projects / endowments in the institution during the last five years (INR in Lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.83	0.08	0.45	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.73	0.18	0.45	0	0

Remark : As per revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
27	7	13	11	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
20	4	13	11	12

Remark : As per revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
65	7	1	4	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
33	5	1	4	4

Remark : As per revised data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification :

Answer After DVV Verification :29

Remark : As per revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
59.72	10.29	1.64	2.71	10.37

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
152.48	10.29	0.34	1.89	9.53

Remark : As per revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11.50	22.48	12.71	11.59	6.30

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2.87	6.22	2.52	2.55	2.43

Remark : As per revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
141	76	76	72	73

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
118	117	63	93	114

Remark : As per revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
31	58	38	48	27

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
26	49	37	48	27

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
57	58	47	57	54

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
53	53	45	57	54

Remark : As per revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	42	0	28	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	4	0	24	1

Remark : As per revised data and clarification received from HEI, based on that DVV input is recommended.

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

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:

2022-23	2021-22	2020-21	2019-20	2018-19
1	11	8	13	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	11	6	0	0

Remark : As per revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
61	42	31	21	17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
36	32	24	18	12

Remark : As per revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	7	5	6	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	7	5	6	1

Remark : As per revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	12	10	8	8

Answer After DVV Verification :

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

8	6	5	6	5
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6.3.3.2. Number of non-teaching staff year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	5	5	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	5	5	5

Remark : As per revised data and clarification received from HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 14 Answer after DVV Verification : 11</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>7</td> <td>5</td> <td>6</td> <td>6</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>5</td> <td>5</td> <td>6</td> <td>6</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	9	7	5	6	6	2022-23	2021-22	2020-21	2019-20	2018-19	6	5	5	6	6
2022-23	2021-22	2020-21	2019-20	2018-19																	
9	7	5	6	6																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
6	5	5	6	6																	
2.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>95.51</td> <td>49.71</td> <td>28.39</td> <td>49.04</td> <td>31.10</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>184.66</td> <td>45.90</td> <td>24.17</td> <td>44.95</td> <td>29.58</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	95.51	49.71	28.39	49.04	31.10	2022-23	2021-22	2020-21	2019-20	2018-19	184.66	45.90	24.17	44.95	29.58
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