# YEARLY STATUS REPORT - 2020-2021

| Part A |
|---|
| **Data of the Institution** |

| 1.Name of the Institution | SADHU VASWANI INSTITUTE OF MANAGEMENT STUDIES FOR GIRLS |
|---|---|
| • Name of the Head of the institution | DR BHAGWANTI H NANWANI |
| • Designation | DIRECTOR |
| • Does the institution function from its own campus? | Yes |
| • Phone no./Alternate phone no. | 02026054491 |
| • Mobile no | 9049003759 |
| • Registered e-mail | director@svims-pune.edu.in |
| • Alternate e-mail | management.svims@gmail.com |
| • Address | 6 KOREGAON ROAD |
| • City/Town | PUNE |
| • State/UT | MAHARASHTRA |
| • Pin Code | 411001 |
| **2.Institutional status** | |
| • Affiliated /Constituent | AFFILIATED |
| • Type of Institution | Women |
| • Location | Urban |

| | | |
|---|---|---|
| • Financial Status | **Self-financing** | |
| • Name of the Affiliating University | **SAVITRIBAI PHULE PUNE UNIVERSITY** | |
| • Name of the IQAC Coordinator | **DR ABHIJEET KAIWADE** | |
| • Phone No. | **02026054491** | |
| • Alternate phone No. | **02026054481** | |
| • Mobile | **8446666099** | |
| • IQAC e-mail address | **abhijeet.kaiwade-hod@svims-pune.edu.in** | |
| • Alternate Email address | **management.svims@gmail.com** | |
| **3.Website address (Web link of the AQAR (Previous Academic Year)** | http://svims-pune.edu.in/aqariqac/ | |
| **4.Whether Academic Calendar prepared during the year?** | **Yes** | |
| • if yes, whether it is uploaded in the Institutional website Web link: | http://svims-pune.edu.in/academic-calendar/ | |

**5.Accreditation Details**

| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
|---|---|---|---|---|---|
| **Cycle 1** | **B+** | **2.72** | **2018** | **02/11/2018** | **01/11/2023** |

| | |
|---|---|
| **6.Date of Establishment of IQAC** | **15/11/2018** |

**7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,**

| Institutional/Department /Faculty | Scheme | Funding Agency | Year of award with duration | Amount |
|---|---|---|---|---|
| **MBA** | **CONFERENCE** | **AICTE** | **2020-21** | **25000** |

| | |
|---|---|
| **8.Whether composition of IQAC as per latest NAAC guidelines** | **Yes** |
| • Upload latest notification of formation of IQAC | View File |

| **9.No. of IQAC meetings held during the year** | 4 | |
|---|---|---|
| • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? | Yes | |
| • If No, please upload the minutes of the meeting(s) and Action Taken Report | No File Uploaded | |
| **10.Whether IQAC received funding from any of the funding agency to support its activities during the year?** | No | |
| • If yes, mention the amount | | |

**11.Significant contributions made by IQAC during the current year (maximum five bullets)**

New programmes and Certificate Courses • Approval of New Programme – Master of Computer Application • Savitribai Phule Pune University approval for six self-designed Certificate Courses

Research & Collaborations • Eight research papers published under UGC Care Listed Journals, Two Patents awarded, and 24 Collaborations/MOUs were entered into.

Infrastructure • Internet Bandwidth increased to 100 MBPS dedicated lease line; Badminton Court set up

Governance • Welfare initiatives for staff and students – free Covid vaccination drive was organized for all staff, their family members and students.

Quality Initiatives • Audits were undertaken - Academic and Administrative Audit, ISO, Energy Safety Audit, Environment Audit and Green Audit.

**12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year**

| Plan of Action | Achievements/Outcomes |
| --- | --- |
| COVID Management • Teaching – Learning • Welfare Measures | 1. Online Teaching on MS TEAMS and LCS 2. Online Assessments and Evaluations 3. More than 50 Webinars 4. Online /Desk Research Projects in lieu of Summer Internship Projects as per University Guidelines 5. Virtual Placement Drive -Placement opportunities from 3 companies in which 188 students participated. 6. Welfare Measures: a) Free COVID Vaccination for staff, family members and students b) Fund Raiser for COVID Orphan |
| • Introduction of New Programme • Designing of Certificate Courses and conducting Professional Courses • Adoption of OBE Model • Routine: Feedback Collection and Analysis | 1. Preliminary work of affiliation for starting Master of Computer Application Programme completed 2. Conducted Profwssional Certificate courses with various agencies:a) Advanced Course in Business Etiquette by -Mihika Banot Image Consultancy b) Project Based Training on Data Analytics (ERP, BI, and AI) - Lagozon Edutech Pvt. Ltd c) Employability Enhancement & Youth Livelihood Program – Mahindra Pride Classroom Project of Naandi Foundation Inhouse Certificate Course - Spirituality for Leadership, Employee Wellbeing and Organizational Excellence -- Recognized by Savitribai Phule Pune University 3. The institute designed and sought approval from Savitribai Phule Pune University for 6 Certificate Courses. We received the approval for the same. 4. The institute created a manual for following OBE pattern of |

| | |
|---|---|
| | education and scientifically measuring attainment of Course Outcomes and Programme Outcomes 5. The institute collected the feedback from students, faculty, alumni, parents through google form and analyzed. The same is uploaded on institute website. 6. All the students undertook Summer Internship Project. Many of them were done as Virtual Internships as per university guidelines. |
| • 100 % enrolment and admissions • Routine: Result Analysis [ With Measurement of Attainment of Outcomes] • Continuous Professional development | 1. 100% enrolment for MBA programme 2. Pass percentage - 95.74% 3. Attainment of Course Outcome and Programme Outcome measured 4. Faculty members participated in ten development programmes |
| • Quality Aspects of Research Publications • Patents Registration • Strengthening Extension Activities under NSS, Red Cross Society • Executing MOUs for academic work and internships and placements • Revival of DAWN | Research: Eight Research Papers were published by faculty in UGC Care Journals. Patents: Two Patents were awarded for: a) Impact of E- Commerce on Emerging Markets in India' b) 'Sensor Based intelligent Digital Nose for Analyzing the Breathing Patterns of Lung Cancer Patients using Machine Learning Extension Activities conducted through NSS, Sadhu Vaswani Mission, Indian Red Cross Society, Ray of Joy Foundation, Maher (Home for underprivileged women), etc. Seventeen activities were conducted, of which the prominent ones were: a) Community Engagement drive with St. Gadge Maharaj Vasti b) NSS Volunteers visited a Tribal Village Jambarung, Dolvali, Tal Ambivali, Dist Raigharh 410201 |

| | |
|---|---|
| | and conducted various activities: - Art and craft workshop for small kids - Poshan abhiyan - Nutritional Challenges through Food Diversity - First Aid Training c) Tree Plantation d) Blood Donation Drive e) Awareness program on Menstrual Hygiene f) AIDS Awareness program MOU: The Institute collaborated and signed MOU with: a) Infosys Springboard – For online sessions and world class online courses. b) Govt of Maharashtra's Commission of Women and Child Development -for training programs c) Tilak Maharashtra Vidyapeeth, Suryadatta Institute of Management, AISSMS-IOM, Trinity Institute of Management for academic upliftment of Students and faculty by organising / participating in seminar, conferences, workshops etc. d) Companies like - Lagozon EduTech Private Limited (LEPL), Faridabad, Acme Services Pvt. Ltd, etc. for internship e) Total 24 MOU were signed DAWN: Work in Progress |
| • IT Upgardation • Infrastructure: Badminton Court | 1. Internet Bandwidth increased to 100 MBPS dedicated lease line 2. Badminton Court was ready for use of students. |
| • Student Development Activities • Lecture Series for Students • National /International Level Competitions • Competitive Exam Cell | Student Development: Conducted webinar on women's safety and self-defence workshop. Career Talk Series: Seven corporate Guest Sessions were conducted to give a greater clarity to the students of the career avenues available to them International Competition: Power Puff |

| | |
|---|---|
| | Entrepreneurs- The Ideation Fest was organized on 28th June 2021 in association with My Startup India and Earlybirds Club. National Competition: a) The Talent Maze, a National Level Competition to put the creativity of the participants to use was organized on 17th June 2021 b) Biz-a-thon, a National level Business Plan Competition was organized on 22nd and 23rd June 2021 Competition Exam Cell: • Career opportunities in Public Sector • Guidance for SET/NET Examination |
| • Seminars/Conferences/Workshops <br>     • Apply for ISO, NIRF | 1. International Conference on Ecofeminism - Conference sponsored by AICTE and supported by United Nations Environment Program (UNEP) was organized on 25th and 26th June 2021. a) The Knowledge Partners were University of Gaza and Impact Youth Organization b) Industry Partner was World Trade Centre, Mumbai c) Media Partner was Policy Times The conference saw 23 eminent speakers from different parts of the world, 478 participants from 9 countries across 4 continents of the world. We received 50 research papers and case studies of which 17 were selected and presented as conference proceedings. 2. The institute submitted the Annual Report for continuation of affiliation to Savitribai Phule Pune University. 3. The institute submitted the AQAR for 2019-20. 4. We have applied for ISO Certification, NIRF ranking and participated in the All India |

| | |
|---|---|
| | Survey on Higher Education (AISHE) |
| • Audits • Celebration of Important Days/Events/Festivals | 1. Audits were undertaken - Academic and Administrative Audit, ISO, Energy Safety Audit, Environment Audit and Green Audit. 2. The institute celebrated more than 50 events across various festivals, hero days and important events. The prominent ones are: a) Kargil Vijay Diwas b) International Forgiveness Day c) Diwali Celebration d) International Meatless Day e) Constitution Day f) Thanksgiving Day |
| Nil | http://svims-pune.edu.in/wp-content/uploads/2022/10/Planofaction.pdf |

**13.Whether the AQAR was placed before statutory body?**

Yes

- Name of the statutory body

| Name | Date of meeting(s) |
|---|---|
| IQAC | 04/05/2020 |

**14.Whether institutional data submitted to AISHE**

| Year | Date of Submission |
|---|---|
| 2019-20 | 04/05/2021 |

**15.Multidisciplinary / interdisciplinary**

Vision

A pioneering institute for nurturing women managers, leaders and entrepreneurs with heart - based leadership, skills for the VUCA world and professionalism

Mission

Empower women through provision of affordable, quality management education that is value based.

Our vision and mission encompass the ideas of holistic, multi-disciplinary and interdisciplinary education to adequately enable our students to face the VUCA world.

Approach

We offer the Master in Business Administration Programme, which is designed to be multi-disciplinary offering a conjointment of various disciplines of Economics, Finance, Commerce, Accounting, Psychology, Mathematics.

The MBA curriculum offers a gamut of subjects in functional areas of HR, Marketing, Finance, Business Analytics and subjects such as Organisational Behaviour, Soft Skills, Psychometric Testing, Project Management, Industry Analysis & Desk Research, Decision Science, Economy and Polity, Sustainability, Indian Ethos and Business Ethics, Business, Government & Society, CSR, Human Rights, Summer Internship Project. These and other subjects help students to develop managerial competencies, analytical perspectives (global, ethical, etc), interpersonal competencies [team building, self-awareness etc]; a sense of global social responsibility and citizenship and sensitivity towards humanity and sustainability issues. The curriculum thus is designed to meet the needs of the multi – disciplinary business world and enables students to gain better insight to understand social, economic and natural phenomenon.

Students can also select cross specialization subjects and choose SWAYAM courses within or outside their electives as part of their curriculum.

Besides the formal curriculum given by the affiliating University,

a)      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.

b)      Community Engagement Programmes /SEVA Projects through a course on CSR and NSS

c)       Certificate courses that are interdisciplinary such as Gender Equity

d)         Seminars /Workshops/ Guest Sessions/Events:

·          That facilitate dialogue on critical issues related to 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.

e)          Internships with NGOs

The MBA Programme is flexible and has innovative curricula that includes credit-based courses and projects.

Institutional Plans to further multidisciplinary/Interdisciplinary education

1)         Encouraging students to undertake Summer Internship Projects that cut across different disciplines such as sustainability, global warming, pollution, etc.

2)         Collaborative Research with faculty of other streams in sister institutes

3)         Joint teaching: in subjects such as Economics and Management

4)         Joint publication: Based on Joint Research and Joint Teaching

5)         Organising Seminars which are based on interdisciplinary themes

6)         Offering Certificate Courses based on Development Studies

Best Practice

Promotion of Holistic Education

We conduct a special class every day called 'Sanctuary'. It is used to impart life skills, Universal Human Values, citizenship values, tolerance, secular values, and inclusion. The syllabus is designed to develop intellectual, aesthetic, social, physical, emotional, and moral capacities of the students and enables students to decipher

and realise the concept of good life.

## 16.Academic bank of credits (ABC):

Institutional Registration with ABC

There are two ways of registering for ABC:

- Autonomous Status: as SVIMS is not an autonomous Institute, this route is not applicable to us. In the next five years SVIMS plans to apply for autonomous status.
- Affiliating University: Though SVIMS is registered with ABC, the registration is under approval process as the affiliating SPPU is required to upload the documents onto ABC website.

Institutional Efforts

As SVIMS is affiliated to SPPU, per se, we cannot design our own curriculum. However, in preparation of being autonomous institute in near future, the Director and Management have adopted progressive measures to implement NEP into the existing curriculum framework, preparing faculty for the imminent shift.

Most faculty members have been on Subject / Course Designing Committee at SPPU. They design and offer university approved certificate courses on modern and relevant subjects like Gender Equity, Spirituality, Diversity, Equity and Inclusion etc.

Faculty are trained and encouraged to adopt modern experiential, participative and problem-solving pedagogies with ICT tools, chalk and talk, management through movies, Tedtalks, case studies etc. They are given full freedom and guidance to explore innovative teaching methods. Live projects and internships also play an important role in these.

SVIMS pioneered in adopting OBE as basis of curriculum and assessments. The faculty attended FDPs, internal training sessions by the Director on designing of Rubrics, mapping of POs, PSOs and COs in courses & assignments. The practice continues till date. This enables the faculty to be more creative in their approach to subjects and adopt best fit pedagogies. Well-structured rubrics and mapping practices support a well-established, transparent assessment system. Assessments are designed to test higher learning outcomes of application, analysis, evaluating/creating.

As a practice, instructions are task based that fosters student-thinking, leading to constructive discussion and problem solving. This is achieved through break-out rooms, debates, group discussions. Students, with their teachers, review, assess, and reflect upon what they have learned.

Given the requirements of changing higher education scenario, faculty regularly upskill themselves through FDPs, workshops etc. Writing research papers in eminent journals and authoring books contribute to the body of knowledge as well as reference material for the students. Apart from prescribed readings, articles from HBR, Brand Equity & other popular e-resources are incorporated in classroom teaching.

With focus on holistic learning approach, SVIMS plans to initiate joint collaborations with foreign universities for exchange of value-based and skill-based learning, amalgamating their modern concepts with our ancient traditional value education.

We presently may not be able to offer joint degrees but this is on our list of future plan of action as soon as we become autonomous.


Institutional Practice

- SVIMS efforts are directed towards being a member with ABC. We are waiting for affiliating university to enroll us on the portal.
- 25 students have already registered; more shall be encouraged to do so with the Batch of 2022 – 2024.
- List of courses being offered by eminent institutes shall be shared with students to assist them in enrolling for courses and earning their credits.

## 17.Skill development:

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 responsibility are integrated within the MBA programme.

- Students undergo a special training in development and application of business skills through a compulsory two-month Summer Internship Project. 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 etc.
- Soft Skills training is imparted under Employability Enhancement & Youth Livelihood Program – Mahindra Pride Classroom Project of 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).
- Further, Guest Sessions by industry experts and entrepreneurs are arranged to bridge the gap between theory and practice.
- 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 conducted every week. Students and staff speak about moral values and narrate incidents from the lives of great ones of humanity and conduct activities that lead to imbibing of values. Besides seva/community welfare programmes are conducted regularly to sensitise students about the need to contribute to social welfare.

The objectives of Sanctuary are:

1. Enrich the youth with vital truths of spiritual life and Indian ideals and culture.
2. Develop values such as universal love, humility and respect and other character-building values
3. Educate students to respect all races and religions
4. Nurture the process of education as an instrument of service to the poor, needy and even animals.

- Besides we also have designed SPPU approved Certificate Course titled: 'Spirituality for Leadership, Employee Wellbeing and Organisational Excellence'
- We also conduct classes on Universal Human Values of AICTE during 21 days of Student Induction Programme

Future Plans

1. Registering for courses of NSDC
2. Registering under SANKALP
3. Membership of Spoken Tutorials – IIT Bombay to promote IT skills - Artificial Intelligence, Machine Learning, Data Science, Cloud Computing and Internet of Things etc
4. Developing Entrepreneurial Skills through a tie up with Maharashtra Centre for Entrepreneurship Development
5. Introduction of courses such as SAP, Financial Modelling, Fintech and German
6. Capacity Building – Preparing students for the 21st Century Skills

Best Practice

The conduct of 'Sanctuary' for imparting Value Based Education on a daily basis is our distinct feature of education. This is helping our future professionals /leaders to be ethical and effective and display heart-based leadership qualities and face the VUCA world with resilience.

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

1)      Every day, a special session called Sanctuary is conducted, wherein 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 mangers.

Sanctuary represents our special effort to preserve and promote Indian ancient traditional knowledge.

2)      During Student Induction programme spanning 21 days, special sessions are taken on Universal Human Values

3)      The Institute has designed and offers an SPPU recognized

Certificate Course titled 'Spirituality for Leadership, Employee Wellbeing and Organizational Excellence'

4)      YOGA course

5)      The curriculum has a course titled, 'Indian Ethos and Business Ethics' which helps the students to correlate the learnings from Indian Knowledge System to the business environment

SVIMS observes and celebrates Indian traditions, customs, arts in the course of our academic lives. Efforts are made to transmit knowledge of our historical past: our rich Indian traditions, our heroes and our culture.

Other Efforts to Integrate Indian Knowledge Systems

1)      The Institute organizes special 'seva' 'ahimsa' and forgiveness day programmes to sensitize students about the concept of 'Vasudhaiva Kutumbakam'.

2)      We celebrate the birth and 'punyathithi' of our Indian heroes and spiritual leaders, who we consider as icons and repositories of Indian culture.

3)      We celebrate Matribhasha Diwas to promote awareness of linguistic and cultural diversity in India and to encourage students to develop proficiency in their mother tongue.

4)      Extra-curricular activities are conducted to display different art forms

5)      Festivals such as Diwali, Janmashtami, Holi, Sankranti, Ganesh Chaturthi, Raksha Bandhan etc. are celebrated in a traditional way.

6)      Programmes such as millets cooking competition are held.

7)      Marathi Bhasha Diwas is celebrated with fervour.

Strategy to integrate Indian Knowledge system and Future Plans:

1)      To promote Indian languages, we shall now 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 a bilingual fashion in English and Marathi /Hindi

3)       Introducing Certificate Course on Management – The Bhagwad Gita way and on Chanakya and Personality Development

Good Practice/s of the institution pertaining to the appropriate integration of Indian Knowledge system

This year we participated in Azadi Ka Amrit Mahotsav [AKAM] and synergized with an educational institution in Odisha to showcase to students of our respective institutions our rich Indian heritage and culture. The programmes had dances, cuisine, poems and songs, attire, traditions and festivals et al that showcased Maharshtrian and Odisha culture. The Institute was shortlisted by AICTE on merit to undertake a student exchange programme.

We plan to conduct similar programmes with educational institutions in other states of India.

**19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):**

Institutional initiatives to transform curriculum towards Outcome based Education

We have adopted the OBE pattern since 2019. 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 program

·       Institute designed Certificate Courses approved by SPPU

·       Activities and Events

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 keeping the 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

Certificate Courses are introduced each year to bridge the gap between the curriculum and industry expectations and these too, spell out Learning Outcomes.

Curricular and extra-curricular activities too are designed keeping in mind Learning Outcomes

Good practice/s of the institution pertaining to the Outcome based education (OBE) in view of NEP 2020

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 is built among students. Each assignment has well detailed out rubrics and assessment 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.

**20.Distance education/online education:**

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 for Teaching Learning activities**

1. ICT resources: 91 Computers, Projectors, LCS system, 100mbps internet connection, WiFi
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 inter disciplinary in nature or enhance their domain knowledge.
5. A rich Library having e resources and remote access facility

   Hybrid mode of teaching is the new normal at SVIMS and we are well aligned with the New Education Policy on this.

   **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 TEAM 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 TEAM, 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 Workshop on Intellectual Property Rights Management
- Webinar-Emerging Business World- Challenges and Opportunities during Covid-19
- Webinar on Leading in a VUCA World

The institute offered following certificate courses that were conducted in online mode:

| Sr. No. | Description |
| --- | --- |
| 1 | Advanced Course in Business Etiquette <br><br> - Mihika Banot Image Consultancy |
| 2 | Project Based Training on Data Analytics (ERP, BI and AI) <br><br> - Lagozon Edutech Pvt. Ltd. |
| 3 | Employability Enhancement & Youth Livelihood Program <br><br> - Mahindra Pride Classroom Project of Naandi Foundation |
| 4 | Spirituality for Leadership, Employee Wellbeing and Organizational Excellence <br><br> - Inhouse Certificate Course – Recognised by Savitribai Phule Pune University |

We offered the course on Project Management in blended form. All the students successfully completed the course through the exam conducted by Savitribai Phule Pune University.

# Extended Profile

## 1.Programme

1.1                                                                87

Number of courses offered by the institution across all programs during the year

| File Description | Documents |
|---|---|
| Data Template | [View File] |

## 2.Student

2.1                                                             **113**

Number of students during the year

| File Description | Documents |
|---|---|
| Institutional Data in Prescribed Format | [View File] |

2.2                                                             **0**

Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year

| File Description | Documents |
|---|---|
| Data Template | [View File] |

2.3                                                             **47**

Number of outgoing/ final year students during the year

| File Description | Documents |
|---|---|
| Data Template | [View File] |

## 3.Academic

3.1                                                             **6**

Number of full time teachers during the year

| File Description | Documents |
|---|---|
| Data Template | [View File] |

3.2                                                             **6**

Number of sanctioned posts during the year

## Extended Profile

### 1.Programme

| 1.1 Number of courses offered by the institution across all programs during the year | **87** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | View File |

### 2.Student

| 2.1 Number of students during the year | **113** |
|---|---|

| File Description | Documents |
|---|---|
| Institutional Data in Prescribed Format | View File |

| 2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year | **0** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | View File |

| 2.3 Number of outgoing/ final year students during the year | **47** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | View File |

### 3.Academic

| 3.1 Number of full time teachers during the year | **6** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | View File |

| 3.2 Number of sanctioned posts during the year | 6 |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | View File |

## 4.Institution

| 4.1 Total number of Classrooms and Seminar halls | 5 |
|---|---|
| 4.2 Total expenditure excluding salary during the year (INR in lakhs) | 37.06 |
| 4.3 Total number of computers on campus for academic purposes | 91 |

# Part B

## CURRICULAR ASPECTS

### 1.1 - Curricular Planning and Implementation

1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

**Planning Process**

**1. Faculty Meeting**

**A meeting is called within 15 days of closure of the previous semester to decide on:**

1. **Subject combinations to be offered based on our vision, mission, teacher competencies, student interests and industry requirements**
2. **Work load distribution**
3. **MOOCs /blended learning**
4. **Introduction of Certificate Courses**
5. **Finalisation of dates for submission of Session Plans, Assignments**

**B. Document Submission**

**On the designated day, HOD collects:**

1. **Session plans outlining experiential, participative, collaborative pedagogy to achieve Course and Programme Outcomes**
2. **Assignments with Rubrics**
3. **Assignment Schedule**

**C. Academic Calendar and Time Table**

**Time Table and Institute Academic Calendar is prepared based on SPPU calendar. It maps CCE, cocurricular, extracurricular activities**

**D. Publication of Documents**

**Academic Calendar, Assignment Schedules are uploaded on website and displayed on notice boards within eight days of starting the semester.**

**E. Slow and Advanced learners**

**Within fifteen days of completing admissions, advanced and slow learners are identified and remedial courses are planned.**

**Curriculum Delivery**

1. **Teachers follow Session Plans; maintain Academic Reports**
2. **Progress is monitored by HOD/IQAC every 15 days.**
3. **Semester end Feedback is collected to know attainment of learning outcomes, student satisfaction and plan corrective action.**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | View File |
| Link for Additional information | **Nil** |

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

- **The Academic Calendar is prepared before commencement of academic year in accordance with SPPU and includes dates of commencement and completion of semesters, holidays, extra**

and co-curricular activities, festivals, 'hero' days, exams etc. This pre planning brings in effective curriculum delivery and better student engagement.

- Preparing the academic calendar is a collaborative effort with inputs primarily from Faculty, Librarian, Chief Examination Officer and NSS Coordinator. Each one lists out events/activities that need to be mapped on the Institute Academic Calendar. Some events are drawn from List of Annual Institute Events /events mandated by regulatory bodies. Drafts are prepared and zeroed in after a 'buy in' from all concerned. Responsibility of each faculty member in executing different activities mapped is defined. This collaborative exercise itself ensures adherence to the Academic Calendar.

- Adherence to Teaching plans, CCE schedules, declaration of results is monitored every fifteen days by the HOD/IQAC. Rescheduling is done under exceptional circumstances of unplanned holidays, sickness etc and only after CEO's/Director's permission. Similarly, reasons for events not held as per academic calendar are investigated into and are noted for corrective action or refining planning for the next academic calendar.

- Unplanned activities are allowed only when regulatory bodies mandate them.

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |
| Link for Additional information | http://svims-pune.edu.in/academic-calendar/ |

| | |
|---|---|
| **1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University  Setting of question papers for UG/PG programs  Design and Development of Curriculum for Add on/ certificate/ Diploma Courses  Assessment /evaluation process of the affiliating University** | A. All of the above |

| File Description | Documents |
|---|---|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View File |
| Any additional information | View File |

## 1.2 - Academic Flexibility

## 1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

## 1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

2

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Minutes of relevant Academic Council/ BOS meetings | View File |
| Institutional data in prescribed format (Data Template) | View File |

## 1.2.2 - Number of Add on /Certificate programs offered during the year

## 1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

04

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| Brochure or any other document relating to Add on /Certificate programs | View File |
| List of Add on /Certificate programs (Data Template ) | View File |

## 1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

66

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Details of the students enrolled in Subjects related to certificate/Add-on programs | View File |

## 1.3 - Curriculum Enrichment

**1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum**

**SVIMS integrates crosscutting issues through curriculum and extra curriculum activities.**

**Human Values and Professional Ethics:**

**To nurture the moral, ethical and social values in the students following programs were arranged:**

- **Daily Sanctuary [Spiritual /UHV teachings]**
- **Universal human Values course (under AICTE)**
- **Certificate course on Spirituality for Leadership,Employee Wellbeing and Organizational Excellence [I], and Advanced Course in Business Etiquette**
- **CSR and NSS activities**
- **Republic day, Women's day, Independence Day, Teacher`s day, Human Right Day, International Yoga Day etc. are celebrated.**

**Gender Sensitization:**

**Following activities were conducted:**

- **Counseling to students through Women Grievance Cell, and Grievance Redressal Cell.**
- **Programs on Ovarian and Uterine Cancer, Stree Shakti , Vishakha : Gender Parity; Women Gift of Nature, on Sexual Assault Awareness.**
- **Self-defense workshop**
- **Extension activities under NSS**

**Environment & Sustainability:**

**Following activities were conducted:**

- **To incorporate the values and ethics among the students' through subjects like Indian Ethos and Business Ethics, Corporate Social Responsibility and Sustainability, Corporate Governance, Geopolitics and World Economic Systems etc.**
- **Conferences on Sustainability for Survival, Ecofeminism, workshop on Disaster Management, tree plantation, cleaning of village activities etc. were conducted.**
- **Earth day, Environment day, and Swachch Bharat Abhiyan, Eco-Friendly Ganapti etc. were celebrated.**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | View File |

## 1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

**4**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Programme / Curriculum/ Syllabus of the courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | **No File Uploaded** |
| MoU's with relevant organizations for these courses, if any | View File |
| Institutional Data in Prescribed Format | View File |

## 1.3.3 - Number of students undertaking project work/field work/ internships

**110**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | View File |

## 1.4 - Feedback System

| 1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni | A. All of the above |
|---|---|

| File Description | Documents |
|---|---|
| URL for stakeholder feedback report | http://svims-pune.edu.in/stakeholders-feedback/ |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management | View File |
| Any additional information | View File |

| 1.4.2 - Feedback process of the Institution may be classified as follows | A. Feedback collected, analyzed and action taken and feedback available on website |
|---|---|

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| URL for feedback report | http://svims-pune.edu.in/stakeholders-feedback/ |

## TEACHING-LEARNING AND EVALUATION

## 2.1 - Student Enrollment and Profile

## 2.1.1 - Enrolment Number Number of students admitted during the year

## 2.1.1.1 - Number of students admitted during the year

113

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Institutional data in prescribed format | View File |

## 2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

## 2.1.2.1 - Number of actual students admitted from the reserved categories during the year

**14**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Number of seats filled against seats reserved (Data Template) | View File |

## 2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

Marks secured in Graduation and in Common Entrance Test are used to assess learning levels of students at entry level. Graduation marks are assigned 75% weightage, while CET marks carry 25%. Through statistical analysis we arrive at a cut-off point to place students in the categories of advanced and slow learners.

Programmesfor slow learners:

1. Organisation of remedial and bridge courses. This year we conducted a bridge course for Managerial Accounting and remedial sessions for 'Business Research Methods'
2. Provision of 'beyond-the-lecture' support and clarification of doubts if any
3. Arrangement of Buddy system with the advanced learners for providing additional support
4. Mentoring them and guiding them for improving their performance
5. Provision of notes for selective subjects and question banks
6. Personal attention is provided to these students

Programmes for advanced learners:

1. Identification of certificate courses offered by World Trade Organisation/Swayam/Google/Coursera and encouraging the students to complete these courses
2. Assignment of additional responsibilities for organization of seminars/conferences/events
3. Encouraging them to participate in competitions and in seminars/conferences of national/international level
4. Arrangement of guest lectures
5. Appointment of these students for positions of Class Representatives/President of Students' Council/Representatives of Committees

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

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

| Number of Students | Number of Teachers |
|---|---|
| 113 | 06 |

| File Description | Documents |
|---|---|
| Any additional information | View File |

## 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

The Institute focusses on achieving of higher order learning outcomes and employs the following pedagogy methodologies:

A.Experiential Learning

1.Role Play

2. Industrial Visits

We arrange two industrial visits in a year

3. Projects

Under subjects like Marketing and Corporate Social Responsibility, we assign students with at least one on-field project every Semester. A minimum of 20% of all our subjects have field projects as part of the assignments

4. Internships

Mandatory two-month summer internship programme after completion of first year of MBA

5. Seminars, workshops

6. Shadowing Women Executives/Insurance Agents/Salesmen etc

7. Visits to malls to study retail formats; Labour court to witness cases etc

B. Participative Learning

1. Gamification

2.Quizzes and Puzzles

3. Group discussions on TED talks

4. Pair and Share

Used for Subjects under Finance and Economic Analysis

5. Guest lectures/Consultation with Specialists

Students interact and participate in a minimum of 12 sessions every semester in which industry experts/professionals are called to discuss current trends and developments.

C. Problem-solving Methodologies

1. News-article analysis

2. Case studies and caselets

In each subject, faculty discusses and analyses at least one case study/research paper/caselet/news article per unit of that subject

3.Book reviews and Movie reviews

**4. Demonstrations**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Link for additional information | **Nil** |

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

**All faculty members have been trained in the use of Information Communication Technology (ICT) tools for pedagogy.**

**ICT tools used**

- **Microsoft Teams has been adopted as a unified platform for online teaching. Reference material, website links etc. are shared through this application.**
- **Faculty members use PowerPoint Presentations in their teaching by using LCD and projector**
- **Lecture Capture System - IMPARTUS is used by faculty to record the offline lectures.**
- **E-resources like J-Gate, INFLIBNET are made available for faculty and students.**
- **Repositories are available for use by students.**
- **Guest sessions are conducted live- Stream Yard and META Evaluation and Assessment.**
- **Registration of attendance and collection of student data is done through Google Forms**
- **Online exams - MCQ examination is conducted employing GOOGLE tools**
- **Kahoot, a free student-response tool is used for administering quizzes that stimulate the learning as well as classroom discussion.**

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | [View File](#) |

**2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year )**

**2.3.3.1 - Number of mentors**

6

| File Description | Documents |
|---|---|
| Upload, number of students enrolled and full time teachers on roll | View File |
| Circulars pertaining to assigning mentors to mentees | View File |
| Mentor/mentee ratio | View File |

**2.4 - Teacher Profile and Quality**

**2.4.1 - Number of full time teachers against sanctioned posts during the year**

6

| File Description | Documents |
|---|---|
| Full time teachers and sanctioned posts for year (Data Template) | View File |
| Any additional information | View File |
| List of the faculty members authenticated by the Head of HEI | No File Uploaded |

**2.4.2 - Number  of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)**

**2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C  Superspeciality / D.Sc. / D.Litt. during the year**

3

| File Description | Documents |
|---|---|
| Any additional information | View File |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template) | View File |

**2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)**

**2.4.3.1 - Total experience of full-time teachers**

24

| File Description | Documents |
|---|---|
| Any additional information | View File |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | View File |

**2.5 - Evaluation Process and Reforms**

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

Here is a snapshot of our examination mechanism:

1. We have a well-defined policy and manual for Outcome Based Education and Examination. Assignments are designed to assess attainment of specific Couse outcomes, and these are mentioned in assignments.

2. We design and conduct three forms of assessment under each subject. Assessments primarily test higher learning outcomes of application, analysis, evaluating/creating. Accordingly, teachers design an assessment mix comprising of, a case study, an experiential assignment, a class test / role play etc.

3. Teachers are encouraged to use a variety of assessment tools

4.The CCE Schedule is shared with the students right in the beginning of every academic session. Faculty members are required to ensure that there is a gap of a minimum of three days within

submission dates of two assessments.

6. All the internal assessments except the ones involving tests are discussed with the students.

7. Rubrics for every assessment are shared as part of the document and so also, the model answers.

8. Assignments after assessment are shown to students.

8. Some assignments are assessed basis peer reviews, or by external experts.

9. The result for every assignment are declared within 72 hours of submission.

| File Description | Documents |
|---|---|
| Any additional information | [View File](View File) |
| Link for additional information | Nil |

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

We have introduced an online internal examination grievance redressal system this year. The process of this system is as follows:

1. Any student who has an internal exam related grievance is required to register her grievance on this link:https://docs.google.com/forms/d/e/1FAIpQLSeeVveiMOAC4KlMtzEtrxFit7s5Zmd6Da4eEuB442VjDBbLEg/viewform?usp=sf_link
2. The respective faculty member is then intimated about the grievance in the format specified in the process templates.
3. While simultaneously a record of the grievance thus registered is created by the office administration staff.
4. The respective faculty member then writes an email to the HOD and office administration stating if it was a genuine mistake or due diligence has been followed.
5. After the HOD approves the resolution thus offered, an intimation is sent to CEO and office administration. An email detailing the resolution is then sent to the respective student.
6. In the end, an acknowledgement for receipt of resolution is to be received from the student and only then the grievance

is closed.

7. Grievances received are generally in context of correctness of marks given and/or attendance

Since the entire system has been moved to online mode, it offers transparency and robustness. We ensure that we complete this entire cycle of grievance redressal within a week's time.

| File Description | Documents |
|---|---|
| Any additional information | [View File](#) |
| Link for additional information | http://svims-pune.edu.in/grievance-redressal-committee/ |

## 2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

SVIMS, affiliated to SPPU, offers the Outcome Based Education along with the choice-based credit system in its MBA program.

Communication:

At the commencement of every year, the basic philosophy of Outcome Based Education, i.e. Concept, Need, Importance, etc. is communicated to the incoming batch during the Induction Program by the HoD.

Before commencing the new topic, the faculty informs the students about the course outcome that will be achieved as well as the teaching pedagogy being followed. The assignments are designed by giving due emphasis to different course outcomes. 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 in-house.
- 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.

- OBE Manual helps the teachers to do justice to the OBE Model adopted.

The institute has displayed the COs, PSOs and POs on its website.

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for Additional information | http://svims-pune.edu.in/programme-outcomes-and-course-outcomes/ |
| Upload COs for all Programmes (exemplars from Glossary) | View File |

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

We undertake an inclusive and rigorous process to measure the attainment of Programme outcome and course outcomes laid down by SPPU. Listed below are the direct and indirect assessment methods [ with appropriate weightages] that we use to measure attainment of course and programme outcomes:

1. Direct methods:
    1. Assignments
    2. Tests
    3. live you
    4. End Semester exams
    5. Minor/major projects
    6. Workshops
2. Indirect methods:
    1. Alumni feedback
    2. Employer feedback
    3. Students' feedback

Here is how we evaluate the attainment of Programme outcomes and course outcomes:

1. All the course outcomes laid down by the SPPU are measured for all our continuous concurrent evaluation while, the exams conducted by the University too measure them.
2. Benchmarks are set for the attainment levels of these outcomes.

3. We then explore the reasons for non-attainment of outcomes (if any).
4. At the same time, we set higher attainment levels for the outcomes for which we have attained the set benchmark.
5. The curriculum gaps are identified by measurement of Programme Outcomes.
6. Steps to stitch these gaps are discussed and identified.

This approach and process that we follow helps us to achieve better academic results and help us deliver a holistic course of MBA to our students.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for Additional information | http://svims-pune.edu.in/programme-outcomes-and-course-outcomes/ |

## 2.6.3 - Pass percentage of Students during the year

## 2.6.3.1 - Total number of final year students who passed the university examination during the year

45

| File Description | Documents |
|---|---|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | [View File](#) |
| Upload any additional information | [View File](#) |
| Paste link for the annual report | http://svims-pune.edu.in/wp-content/uploads/2022/05/AnnualReport_2020-2021_IMMP016030-2.pdf |

## 2.7 - Student Satisfaction Survey

## 2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

http://svims-pune.edu.in/students-satisfaction-survey/

## 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 year (INR in Lakhs)**

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

0.15

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| e-copies of the grant award letters for sponsored research projects /endowments | View File |
| List of endowments / projects with details of grants(Data Template) | View File |

**3.1.2 - Number of teachers recognized as research guides (latest completed academic year)**

**3.1.2.1 - Number of teachers recognized as research guides**

2

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Institutional data in prescribed format | View File |

**3.1.3 - Number  of departments having Research projects funded by government and non government agencies during the year**

**3.1.3.1 - Number of departments having Research projects funded by government and non-government agencies during the year**

1

| File Description | Documents |
|---|---|
| List of research projects and funding details (Data Template) | View File |
| Any additional information | **No File Uploaded** |
| Supporting document from Funding Agency | View File |
| Paste link to funding agency website | **Nil** |

## 3.2 - Innovation Ecosystem

3.2.1 - Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

**Knowledge Transfer:**

**SVIMS has created an ecosystem for creation and transfer of knowledge through its PhD Research Centre. A rich repository with best resources, the library provides infrastructure in terms of journals, databases and e-resources. With the best fit employees hired, the teaching and non-teaching members are encouraged to undergo professional development programs, organize/ participate in Conferences, Seminars and Workshops. They are also encouraged to enhance their qualifications, pursue PhD programs and become research guides and work towards research publications in quality research journals. Three patents have been filed in 2020-2021.**

**Sessions with industry experts facilitate interaction with industries/corporate establishments, and help students to learn about socialization and the latest trends in the market.**

**Summer internships familiarize students to practical industrial problems / requirements.Activities through MOUs with Industry and membership with DCCIA, NIPM, AIMS and MICCA help to enhance their knowledge and skills.**

**Innovation**

**Entrepreneurship Cell has been actively contributing to nurturing the seed on entrepreneurship in the young minds. This is achieved through:**

- **Ideation competitionsto encourage students to take up innovative ideas/projects and to enhance creativity**

- **Interface with entrepreneurs**
- **Information about funding schemes**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | **Nil** |

**3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year**

**3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year**

**25**

| File Description | Documents |
|---|---|
| Report of the event | View File |
| Any additional information | **No File Uploaded** |
| List of workshops/seminars during last 5 years (Data Template) | View File |

**3.3 - Research Publications and Awards**

**3.3.1 - Number of Ph.Ds registered per eligible teacher during the year**

**3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year**

**10**

| File Description | Documents |
|---|---|
| URL to the research page on HEI website | http://svims-pune.edu.in/research-centre/ |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template) | View File |
| Any additional information | View File |

**3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year**

**3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year**

**8**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| List of research papers by title, author, department, name and year of publication (Data Template) | View File |

**3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year**

**3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year**

**2**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| List books and chapters edited volumes/ books published (Data Template) | View File |

**3.4 - Extension Activities**

3.4.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

SVIMS promotes regular engagement of faculty, students and staff through extension activities and outreach programs with a dual objective of sensitizing students about various social issues and strengthening community participation.

The dedicated NSS unit, alongwith other students and bodies such as Red Cross, NGOs etc, plans and conducts various activities concerned with universal values, women welfare, health and mental wellbeing, spreading awareness about pertinent issues prevalent in the society. The students visited Jamburang Tribal Community, NGOs such as Maher and Ray of Joy, and nearby community to hold various sessions and interactions. Sessions on PoSH, seeti bajao shor machao, first aid awareness created awareness in underprivileged women.

Tree plantation, cleanliness drives under the aegis of Swachch Bharat, Vigilance awareness week, Nashamukt Abhiyan, Fit India

Movement – all these activities help to sensitize students towards the need of environment and society and therefore contribute to their holistic development. This is further supported by continuous voluntary activities by students in maintaining cleanliness in and around the institute, showing their empathy and support for mental and physical wellbeing by participating in Blood Donation camps, Yoga days and such other activities.

| File Description | Documents |
|---|---|
| Paste link for additional information | http://svims-pune.edu.in/other/#AY202021 |
| Upload any additional information | View File |

**3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year**

**3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year**

**2**

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| Number of awards for extension activities in last 5 year (Data Template) | View File |
| e-copy of the award letters | View File |

**3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., ( including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs ) during the year**

**3.4.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year**

**23**

| File Description | Documents |
|---|---|
| Reports of the event organized | View File |
| Any additional information | No File Uploaded |
| Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template) | View File |

**3.4.4 - Number of students participating in extension activities at 3.4.3. above during year**

**3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year**

**113**

| File Description | Documents |
|---|---|
| Report of the event | View File |
| Any additional information | No File Uploaded |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | View File |

**3.5 - Collaboration**

**3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year**

**3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year**

**29**

| File Description | Documents |
|---|---|
| e-copies of related Document | View File |
| Any additional information | No File Uploaded |
| Details of Collaborative activities with institutions/industries for research, Faculty | View File |

**3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate**

**houses etc. during the year**

**3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year**

**24**

| File Description | Documents |
|---|---|
| e-Copies of the MoUs with institution./ industry/corporate houses | View File |
| Any additional information | No File Uploaded |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | View File |

**INFRASTRUCTURE AND LEARNING RESOURCES**

**4.1 - Physical Facilities**

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

The Institute has teaching – learning, ICT facilities and other infrastructure, both in terms of number and size as mandated by AICTE. It is audited annually for Extension of Approval procedures.

The classrooms have LCD projectors, are well-furnished, ventilated and spacious. One classroom has a Smart Board and is enabled with Lecture Capturing System. There are Tutorial rooms as also Break out Spaces for Discussion and Analysis.

The Seminar Hall is used for conducting seminars, guest lectures and has LCS facilities for classroom sessions, if conducted there.

Computer and Language Laboratories are well equipped and have licensed software. These are used for conducting practical classes, research work and learning content beyond syllabus.

The Institute has 91 Desktop Computers; 84 of these are used in the Library, Computer Lab, classrooms and by teaching staff. The whole campus has LAN, is wi -fi enabled and has internet Connectivity of 100 MBPS. We have UPS and generator for power back up. There are six Printers and 2 Xerox machines for reprography.

**The campus is under CCTV surveillance.**

**Library has reading and multimedia room; over 5000 books, journals, J Gate, DELNET and e-resources. Accessibility of books from the Institute and outside is facilitated via N-List.**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | [http://svims-pune.edu.in/wp-content/uploads/2023/01/4.1.1-Infrastructure-and-Physical-Facilities-for-TLP-1.pdf](http://svims-pune.edu.in/wp-content/uploads/2023/01/4.1.1-Infrastructure-and-Physical-Facilities-for-TLP-1.pdf) |

4.1.2 - The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

**SVIMS integrates sports and extra-curricular activities as essential components within the transaction of its curriculum. It has adequate facilities for sports, games and cultural activities. The playground has provision for multiple games, such as, Athletics, Volleyball, Basketball, Throwball, Badminton, etc. Facilities for indoor games that include carrom, table tennis and chess are also provided. Special classes on self-defense are organized.**

**We have a state-of-the-art gymnasium with equipment such as Tread Mill, Cross Trainer, Elliptical Machine, Upright Cycle, Recumbent cycle, Bench Press, Abs Bench, Dumbbells, Gym Ball, etc.There are breakout spaces (11.25 sq/m) maintained on every floor for the students to meet and discuss. Cultural events are organized at the Ground Patio as well as the Seminar Hall (145.12 sq/m). Sanctuary is the spiritual and the mental nurturing practice at SVIMS and has a dedicated Sanctuary Hall to facilitate the same. The meditation hall (145.12 sq/m) is located on the fifth floor where students can meditate for their mental wellbeing.**

**The SVIMS terrace (537.105 sq/m) is an apt space for conducting Yoga and / or discussion retreats.**

**Besides, we have a separate First Aid Room and Training and Placement Cell**

| File Description | Documents |
| --- | --- |
| Upload any additional information | View File |
| Paste link for additional information | http://svims-pune.edu.in/social-cultural-events/ |

### 4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

5

| File Description | Documents |
| --- | --- |
| Upload any additional information | View File |
| Paste link for additional information | http://svims-pune.edu.in/who-are-we/infrastructure/ |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

### 4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

### 4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

3.09

| File Description | Documents |
| --- | --- |
| Upload any additional information | No File Uploaded |
| Upload audited utilization statements | View File |
| Upload Details of budget allocation, excluding salary during the year (Data Template | View File |

### 4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS)

SVIMS Library is a fully automated resource centre with latest techniques of operation and services with internet bandwidth of 100 MBPS.

We use KOHA Integrated Library Management Software - open-source and customizable web-based interface. It contains modules of acquisition, circulation, cataloguing, advance search and reports. It has RFID system for library circulation and includes Z39.50 server and client for data interchange. KOHA OPAC also enables the use of content management e-learning. KOHA OPAC enables easy search through its ten fields - Keyword, Subject, Title, Class, Barcode, Author, Publisher, etc; placing reservations on library items and submitting suggestions for acquisition. SVIMS Library has 10 computers for students.

SVIMS Library provides institutional e-repositories and facilitates Reprography service.

Besides KOHA, we also use VRIDDHI ERP system with Library Management Software. It includes several modules for library functions such as Library membership, Book card, General reports, etc. VRIDDHI is used for generating Library ID Cards and accession of physical national and international journals.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for Additional Information | https://sites.google.com/site/svimslib/online-resources?authuser=0 |

| 4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources | A. Any 4 or more of the above |
|---|---|

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | [View File](#) |

**4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)**

**4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)**

0.65

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Audited statements of accounts | View File |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

**4.2.4 - Number per day usage of library by teachers and students ( foot falls and login data for online access) (Data for the latest completed academic year)**

**4.2.4.1 - Number of teachers and students using library per day over last one year**

4.4

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| Details of library usage by teachers and students | View File |

**4.3 - IT Infrastructure**

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

Institution frequently updates its IT facilities including Wi-Fi IT upgradation is done based on course requirements, computer – student ratio, budget constraints, working condition of the existing equipment.SVIMS campus is wi -fi enabled since: 2016

Internet Bandwidth has been upgraded from 16 MBPS in 2017-18 to 32 MBPS in 2018-19 to 50 MBPS in 2019-20 and 100 MBPS in 2020-21.

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

Training programmes are conducted for the installation and optimal use of new technology / systems.For example training in Smart Boards when the same was bought in 2018,Epson Smart Interactive

**Projector in 2020.**

**VRIDDHI ERP and KOHA have been adopted since 2017 -18 and system upgrades areregularly undertaken.**

**The Institute uses RUSA software [2020]for NAAC documentation as also DMS [2018]Document Management System] – open software to meet documentation needs. System updates are undertaken regularly.**

**The institute installed a new version of EPBAX system in 2021 to facilitate smooth flow of communication.**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](View File) |
| Paste link for additional information | **Nil** |

## 4.3.2 - Number of Computers

**58**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](View File) |
| List of Computers | [View File](View File) |

| 4.3.3 - Bandwidth of internet connection in the Institution | **A. ? 50MBPS** |
|---|---|

| File Description | Documents |
|---|---|
| Upload any additional Information | **No File Uploaded** |
| Details of available bandwidth of internet connection in the Institution | [View File](View File) |

## 4.4 - Maintenance of Campus Infrastructure

## 4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

## 4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)

## 26.41

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Audited statements of accounts | View File |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View File |

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

**Maintenance**

- Annual Budgetary provisions are made for insurance, Annual Maintenance Contracts and other expenses to ensure proper maintenance of physical facilities.
- Housekeeping staff clean physical, academic and support facilities every day
- Schedules are set up for maintenance: - Painting of Building: Once in 7 to 8 years Cleaning Fans and ceilings: once in a month - Seminar hall: vacuum cleaned bi-annually - Water tank: cleaned annually - Book shelves: everyday on rotation and weeding of books is done as per policy - Computer cleaning as per fixed schedules. Replacement of keyboards, mouse etc is done as per need - Lift audit, fire audit : undertaken as per Govt rules
- Dustbins are kept on every floor/classrooms/labs and cafeteria for dry and wet waste.
- A certified electrician and plumber are appointed to undertake preventive maintenance and repairs once every week.
- AMCs are executed for electrical equipments, lifts, generator etc Utilization The curriculum delivery, co-curricular and extracurricular activities are planned and executed in a manner to allow optimum utilization of Classrooms, seminar hall, Library and IT facilities. IT infrastructure, Library and its physical and e- resources are used by staff and students for pedagogy and research purposes. Playgrounds and gym are used for promoting physical and mental health

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | http://svims-pune.edu.in/who-are-we/infrastructure/maintenance-policy-and-procedures/ |

## STUDENT SUPPORT AND PROGRESSION

**5.1 - Student Support**

**5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year**

**5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year**

**58**

| File Description | Documents |
|---|---|
| Upload self attested letter with the list of students sanctioned scholarship | [View File](#) |
| Upload any additional information | **No File Uploaded** |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | [View File](#) |

**5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year**

**5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year**

**8**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | View File |

| 5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills | A. All of the above |
|---|---|

| File Description | Documents |
|---|---|
| Link to Institutional website | http://svims-pune.edu.in/ |
| Any additional information | View File |
| Details of capability building and skills enhancement initiatives (Data Template) | View File |

**5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year**

**66**

**5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year**

**66**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template) | View File |

| 5.1.5 - The Institution has a transparent mechanism for timely redressal of student | A. All of the above |
|---|---|

**grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees**

| File Description | Documents |
|---|---|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View File |
| Upload any additional information | View File |
| Details of student grievances including sexual harassment and ragging cases | **No File Uploaded** |

## 5.2 - Student Progression

## 5.2.1 - Number of placement of outgoing students during the year

## 5.2.1.1 - Number of outgoing students placed during the year

**30**

| File Description | Documents |
|---|---|
| Self-attested list of students placed | View File |
| Upload any additional information | View File |
| Details of student placement during the year (Data Template) | View File |

## 5.2.2 - Number of students progressing to higher education during the year

## 5.2.2.1 - Number of outgoing student progression to higher education

**4**

| File Description | Documents |
|---|---|
| Upload supporting data for student/alumni | [View File](#) |
| Any additional information | **No File Uploaded** |
| Details of student progression to higher education | [View File](#) |

**5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)**

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

**10**

| File Description | Documents |
|---|---|
| Upload supporting data for the same | [View File](#) |
| Any additional information | **No File Uploaded** |
| Number of students qualifying in state/ national/ international level examinations during the year (Data Template) | [View File](#) |

**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 year**

**5.3.1.1 - 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 year.**

**01**

| File Description | Documents |
|---|---|
| e-copies of award letters and certificates | View File |
| Any additional information | No File Uploaded |
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template) | View File |

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms )

We have student representatives in:

1. Students' Council
2. Internal Quality Assurance Cell
3. Institutional Development Cell
4. Scheduled Caste & Scheduled Tribe Committee
5. Anti-Ragging Committee
6. Grievance Committee
7. Internal Committee [POSH]
8. Innovation, Incubation and Start-up Cell
9. Kalam Program for IP Literacy and Awareness
10. Global Connect Cell
11. Training and Placement Committee The Students' Council primarily drives all student committees/activities. A faculty member is assigned to each committee to provide guidance and to ensure fair representation of SC/ST students, NSS students and merit holders. Facilitation of Student Representation

1. Students are made aware of different committees, their constitution, roles and responsibilities of student members and ways in which they can engage in a meaningful way
2. Rules of nomination/election are explained
3. Procedural requirements such as filling out application forms Outcomes of student engagement: 1. Promotion of Students' Development activities 2. Better handling of student grievances 3. Networking with national and regional bodies 4. Healthyfaculty- institution-student ties Some programmes organised/achievements ofStudent Committees: 1. International conference on Ecofeminism 2. Sexual Assault

Awareness 3. International Forgiveness day 4. Career Talk series 5. Association established with UNCC e-learning platform 6. International Conference on Sustainability for Survival

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | View File |

## 5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

## 5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

**14**

| File Description | Documents |
|---|---|
| Report of the event | View File |
| Upload any additional information | **No File Uploaded** |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template) | View File |

## 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

Alumnae play many valuable roles for our institution. They help us build and grow our brand through word-of-mouth and expand our network. Despite considerations like getting married, moving to another city and other unique challenges, our alumnae this year, have contributed in the following ways:

1. They made a financial contribution of INR 7,600 this year
2. Following guest lectures were delivered by our Alumnae this year:

Date Topic Alumna Name

24-Mar-21 Plan-Analyze-Execute' Ms. Roshani Ramchandani

12-Jun-21 Cyber Security Experts- Role and Demand in Private Organizations Ms. Sameeksha Makhijani

10-Jul-21 Job Opportunities in Risk Assessment and Management Ms. Sonal Makhi

1. Following members are on various committees of significance to our institution:

Sr no Committee Name Alumna Name

1. Internal Quality Assurance Cell Ms. Gurdayalkaur Panjwani

2. Institutional Development Cell Ms. Akanksha Dharmani

1. Ms. Akanksha Dharmani undertook career counselling for following 03 of our students selected by her based-on merit and her analysis:

    1. Ms. Harshali Chandgadkar
    2. Ms. Mrunmayee Thorat
    3. Ms. Komal Panjwani

1. Ms. Shirin Medora from the batch of 2017-2019 contributed to the Alumni Newsletter for the quarter of Sep-Nov 2021
2. Following alumni shared with us job opportunities for students of current batch:

Sr no Alumna Name Batch Organisation

1. Ms. Nishita Peshwani 2018-2020 TEK Systems

2. Ms. Prachi Nagdev 2018-2020 Global Talent Track

3. Ms. Steffi Gard 2010-2012 eClerx

| File Description | Documents |
|---|---|
| Paste link for additional information | http://svims-pune.edu.in/svims-alumni-association/ |
| Upload any additional information | View File |

**5.4.2 - Alumni contribution during the year (INR in Lakhs)** | **E. <1Lakhs**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |

**GOVERNANCE, LEADERSHIP AND MANAGEMENT**

**6.1 - Institutional Vision and Leadership**

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

Vision

A pioneering institute for nurturing women managers, leaders and entrepreneurs with heart - based leadership, skills for the VUCA world and professionalism

Mission

Empower women through provision of affordable, quality management education that is value based.

The organizational culture, Perspective Plans; provision of operational autonomy, best infrastructural and decision-making support by management; necessary impetus for faculty development, creating a culture of excellence and championing organizational change by the Director and operational support and governance by IQAC and different Committees augur well for the promotion and achievement of the Vision and Mission of the Institute.

To impart heart-based leadership, special 'Sanctuary' Sessions are conducted every day. 'Seva' programmes for orphanages, home for the aged, destitute help students imbibe values of social responsibility, care and compassion.

**Students are nurtured to develop professionalism and skills for the VUCA world through**

**1. Building their domain knowledge by employing competent staff**

**2. CCE that assesses higher order learning**

**3. Certificate courses for developing employability/entrepreneurial skills**

**4. Mentoring by faculty**

**5. Representation in statutory committees leading to participatory decision making**

**6. Opportunities for Cultural activities leadership**

**7. Sessions with industry experts; workshops on creativity, problem solving, membership with professional bodies, Summer Internship projects, industrial visits**

| File Description | Documents |
|---|---|
| Paste link for additional information | http://svims-pune.edu.in/who-are-we/vision-mission-and-values/ |
| Upload any additional information | View File |

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

**The Director is the administrative head of the institution. Effective administration and implementation of academic activities is ensured by IQAC/HOD, Students Council, Controller of Examination, NSS Coordinator, Training & Placement Coordinator, and statutory and other committees.**

**Autonomy and authority is given to committees to design and take charge of specific activities. Each committee works seamlessly to promote excellence and there is a culture of crowd sourcing for ideas. Each facultyand staff member is invariably a member of a majority of committees and therefore becomes a powerful influencer/decision maker. Most of the Committees also have student representations, alumnae, parentsand industry representatives reflecting participative decision-making.**

**An example of Participative Management:**

**IQAC decided on holding an international conference. After brainstorming the theme of Eco feminism was finalised. Faculty researched upon the topic and shortlistedTracks. The Global Connect Cell took upon themselves the task of identifying and contacting speakers from UN, UNDP, UNESCO etc. The Registrar and office staff successfully worked on application for funding through AICTE sponsorship.**

**Full admissions despite the pandemic, Signing of MOUs, increasing Internet bandwidth, Green Audit and Environment audit, Making Policy documents et al are the collaborative efforts of the Director, faculty and staff.**

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | [View File](#) |

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

**Our Perspective Plan 2017-2022 incorporates major NAAC criteria as thrust areas for action and impact.Several of the strategic goals and targets - augmentation of sports facility, IT infrastructure, higher student enrolment, higher research publications, adoption of Outcome based education etc have been achieved.**

**Case Study:**

**Curricular Aspects:**

**Our target was to add two new programmes and certificate courses.The programmes being:**

- **Ph. D programme given its demand**
- **Master In Computer Application given its employment potential and popularity amongst girl students, to be launched in 2022.**

**We started our affiliated Ph. D Research centre in 2018 with two inhouse Research Guides and one Associate Guide and one student admission. Despite procedural delays in admissions by the**

affiliating university during pandemic times from March 2020, we now have 12 students enrolled for the Ph. D programme in Management. Certificate courses intended to increase employability skills/entrepreneurship have been introduced every year since 2017-2018. The table given below captures the achievement of goals in this context.

Year Number of certificate courses Students enrolled Student Strength

2017-18 5 146 141

2018-19 4 81 115

2019-20 6 95 107

2020-21 5 202 113

| File Description | Documents |
|---|---|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | http://svims-pune.edu.in/strategic-plan/ |
| Upload any additional information | No File Uploaded |

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

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

Institutional Governance

- The Governing Council: This apex authority guides the Institute on strategic plans/policies, infrastructural development/augmentation, annual budget,etc. It reports to the Trust on key issues and forms a link between the Trust & the Director.
- Director:As Executive Head of the Institution, directs and manages daily institutional affairs and implements the

directives of the Governing Council.

- IQAC: sets the parameters for excellence to ensure adherence to quality benchmarks, undertake Academic and Administrative Audit, etc.
- 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.
- Committees and Cells: Statutory & other Committees – IQAC, Purchase Committee, Library Committee, Anti ragging 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 most committees and help bring about an interconnection.

Administrative Setup The Registrar is overall in-charge of non-teaching staff. Recruitment, cadre ratio, promotion, performance appraisal, service rules are in line with directives of regulatory bodies. These can be viewed on Employee Handbook

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Link to Organogram of the institution webpage | http://svims-pune.edu.in/wp-content/uploads/2022/05/Final-Organogram.pdf |
| Upload any additional information | View File |

| 6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination | A. All of the above |
|---|---|

| File Description | Documents |
|---|---|
| ERP (Enterprise Resource Planning)Document | _View File_ |
| Screen shots of user inter faces | _View File_ |
| Any additional information | **No File Uploaded** |
| Details of implementation of e-governance in areas of operation, Administration etc(Data Template) | _View File_ |

## 6.3 - Faculty Empowerment Strategies

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

**I) Common Welfare Measures 1. Group insurance 2. Medical & Maternity leave 3. 7thPay commission scales, EPF, Pension scheme 4.Medical facilities for free/subsidised rates 5. Duty leave / relaxation for pursuing higher studies 6. Birthday Celebrations 7. Celebration of some festivals with family members of staff 8.Gym facilities, indoor and outdoor games 9. Canteen facility 10. Pantry facility with gas stove, RO plant for drinking water, microwave oven, crockery, refrigerator, etc 11. Housekeeping to ensure cleanliness of the work area 12. Internet and free Wi-Fi facilities 13. Lift facility 14. CCTV camera to ensure gender sensitive environment 15. ATM facility 16. Accurate calculations of leave, Attendance and Salaries using biometric system. 17. Non-discriminatory treatment for promotions, benefits etc 18. Participative decision making 19. Motivation and counselling 20. Free COVID-19 vaccination for staff and their family members II)Welfare Measures - Teaching Staff 1. Opportunities for attending programmes by Professional Associations, membership of which is paid for by the Institute 2. Provision of cabins for privacy and ease of work 3. Faculty development programs conducted for professional growth III)Welfare Measures for Non-Teaching Staff 1 Instalment facility to buy computers 2. Ration kits for Class IV employees 3. Skill development courses**

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | _View File_ |

## 6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops

**and towards membership fee of professional bodies during the year**

**6.3.2.1 - Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year**

**7**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | View File |

**6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year**

**6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year**

**12**

| File Description | Documents |
|---|---|
| Reports of the Human Resource Development Centres (UGCASC or other relevant centres). | **No File Uploaded** |
| Reports of Academic Staff College or similar centers | **No File Uploaded** |
| Upload any additional information | View File |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | View File |

**6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)**

**6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year**

**6**

| File Description | Documents |
|---|---|
| IQAC report summary | View File |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers) | **No File Uploaded** |
| Upload any additional information | View File |
| Details of teachers attending professional development programmes during the year (Data Template) | View File |

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

**The performance of each permanent employee is assessed annually. The objective is to objectively evaluate performance and identify potential aspects for improvement. Appraisal of teachers 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 improvements in terms of training 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 Non-teaching staff are required to fill a simple self-appraisal form at the end of the year rating themselves on various parameters such as: Job Knowledge, Co-operation with Co-workers, Delivery of student services etc. The Registrar and the Director review such performances and the assessment is based on the cumulative grade by the Registrar and the Director.**

| File Description | Documents |
|---|---|
| Paste link for additional information | http://svims-pune.edu.in/employee-handbook/ |
| Upload any additional information | View File |

## 6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

1. Scrutiny of financial transactions by Parent Trust - Sadhu Vaswani Mission
2. Within the Institute, the Director checks financial transactions, vouchers, cash book and entries.
3. External audit is undertaken annually by M/s. Mutha and Lahoti, Chartered Accountants. They check vouchers, undertake ledger scrutiny, fixed assets register, verification of acquisition of fixed assets against quotations, cash book, 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.
   - Expenses incurred, fixed assets acquired, etc.
   - Utilization of grants
   - Dues from Govt. of Maharashtra, ie, MAHADBT

4.The audited Financial Statements of SVIMS are incorporated by SVM in their Financial Statements after they are verified by their Statutory Auditor - Shri E V Venkatraman Associates. SVM, being a Trust, the financial statements are checked and audited as per the provisions of Bombay Public Trust Act, 1950 and submitted to Charity Commissioner and the Income Tax Department for authentication.

There have not been any objections till date except clarifications in terms of call for additional documents to support an expenditure or ammortisation of expenses or categorization of expenses into revenue and capital expenditures.

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | View File |

## 6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

## 6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

**67969**

| File Description | Documents |
|---|---|
| Annual statements of accounts | View File |
| Any additional information | **No File Uploaded** |
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) | View File |

## 6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

**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**
- **Management Funding for Infrastructure development and augmentation**

**Resource Utilization**

- **Quotations are invited from three vendors. They are scrutinized and finalized by Purchase Committee based on parameters like Price, Quality, Terms of Service, etc.**
- **Donations from philanthropists for providing scholarship, construction or acquisition of fixed assets, books is**

utilized strictly for the said purpose.
- The organizing committee prepares a budget in consultation with Director, for utilizing the grants received from SPPU for the specific project. Its utilization is certified by the auditor.
- Funds are utilized for effective teaching-learning practices that includes Honorarium to Visiting Faculty, Guest Resource Persons, Orientation Programmes, Seminar, Workshops, Inter-disciplinary activities, Training Programmes, Refresher Courses that ensures quality education.
- The institute undertakes CSR initiatives as a part of its outreach programme through NSS and SDO.

The institute spends money judiciously and the Director and faculty leverage the goodwill of the Sadhu Vaswani Mission to get the best of corporate speakers on a pro bono basis.

| File Description | Documents |
|---|---|
| Paste link for additional information | http://svims-pune.edu.in/wp-content/uploads/2022/12/6.4.3-Resource-Mobilization-Policy.pdf |
| Upload any additional information | View File |

## 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

- IQAC has institutionalized processes for:

I. Teaching - Learning - Evaluation

- Adoption ofOutcome Based Education Model
- Assignments with Rubricsaligned to Higher Order Learning Outcomes
- Measurement of Attainment of Outcomes

Curriculum Enrichment:Two certificate courses and two industrial visits per year; Sessions by industry Experts for each core subject II. Faculty Development · Two quality research publications per teacher per year · Attending one professional development course and conducting one national /international level seminar per year · Monitoring of KRAs III. Research, Innovation and Extension Activities · Activities with NSS and Red

**Cross · Ph. D Research centre · Two workshops in a year on IPR/Cyber Security/ Entrepreneurship IV. Infrastructure · Infrastructure augmentation · Library Services V. Student Welfare and Progression · Full admissions · Higher enrolment for Govt scholarships · Formal training and placement efforts; Compulsory SIP · Personality deve. supportand Mentoring VI. Governance · Submission of AQARs, Compliance reports to Committees for Participative Management · E governance:VRIDDHI ERP, RUSA, Data Management System · Framing of Institutional Policies · Resource Mobilization VII. Institutional Values · Two programmes every year on Gender Equity; UN Sustainable Development Goals · Sanctuary /Character Building session · Green Audit, Energy audit**

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | [View File](#) |

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

- **IQAC has spearheaded adoption of OBE, encouraging teacher training in online tools of teaching, conduct of online classes, blended teaching, webinars and virtual Assessments.**
- **Review of Teaching – learning processes**

- **Preparation of the Academic Calendar**
- **Sessions Plans are collected before commencement of the semester**
- **Fortnightly Checking compliances of curriculum delivery**
- **Anassignment schedule is put up within one week of starting the semester**
- **Mapping of POs, PSOs and COs in courses as also in assignments is mandated**
- **Rubrics are insisted upon in every assignment and these are made known to the students**
- **Compliance to the CCE schedule is monitored**
- **Marks are uploaded within 72 hours of evaluation. Grievance mechanism is made known to students**
- **Attainment of Course and Programme Outcomes is measured through Direct and Indirect methods and systematic measures are initiated for identifying and correcting curriculum gaps**
- **Statistics to identify slow and advanced learners**

- **Conducting Bridge courses, remedial courses, extra classes etc for different category of students.**
- **Structured Stakeholders Feedback mechanism has been developed. Students' Feedback is collected on teacher effectiveness, curriculum delivery, attainment of course outcomes etc. Similarly, feedback is collected from employers, alumni on curriculum and student performance. This data is analysed for initiating corrective measures and improvements.**

| File Description | Documents |
|---|---|
| Paste link for additional information | http://svims-pune.edu.in/aqariqac/ |
| Upload any additional information | View File |

| **6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)** | **A. All of the above** |
|---|---|

| File Description | Documents |
|---|---|
| Paste web link of Annual reports of Institution | http://svims-pune.edu.in/annual-report/ |
| Upload e-copies of the accreditations and certifications | View File |
| Upload any additional information | **No File Uploaded** |
| Upload details of Quality assurance initiatives of the institution (Data Template) | View File |

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

**Response:**

We promote gender equality by providing an empowering ecosystem to help women students develop their personal abilities and make choices without limitation set by stereotypical views, rigid gender roles and prejudices. As employer, we promote a gender sensitive and inclusive work environment to help employees realize their full potential

Safety and Security:

- 24/7 CCTV coverage
- 24/7 provision of security personnel; woman security personnel during working hours
- Wearing Identity cards by staff and students
- Visitors Entry Book
- Strict adherence to COVID protocols
- A functioning ICC for gender-based grievances
- Insurance of students and staff
- Self Defense training for empowerment of women

Common Room facility:

- Well-equipped common room for girls
- Separate Rest rooms for males and females
- Separate cabins for male and female employees

Other facilities / Activities:

- First aid kits and availability of medical servicesat Inlaks and Budhrani Hospital
- Availability of Sanitary napkin vending machine and incinerator
- Sessions by medical practitioners on medical issues - thalassemia, mental wellness, suicide, cancer, nutrition and health
- Guest sessions, inspirational talks and creating awareness about careers stereotypically taken up by men
- Gender sensitization programs
- Special programmes on International Women's Day and International Men's Day [Break the Toxic Masculinity]
- Skill development/capacity building programs empowering women

| File Description | Documents |
|---|---|
| Annual gender sensitization action plan | http://svims-pune.edu.in/wp-content/uploads/2022/12/7.1.1-Annual-gender-sensitization-action-plan-1.pdf |
| Specific facilities provided for women in terms of:a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | http://svims-pune.edu.in/wp-content/uploads/2022/12/7.1.1-Specific-facilities-provided-for-women.pdf |

| **7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures   Solar energy   Biogas plant Wheeling to the Grid   Sensor-based energy conservation Use of LED bulbs/ power efficient equipment** | **B. Any 3 of the above** |
|---|---|

| File Description | Documents |
|---|---|
| Geo tagged Photographs | View File |
| Any other relevant information | No File Uploaded |

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management  Waste recycling system Hazardous chemicals and radioactive waste management

**The Institute does not generate Biomedical waste nor deals in hazardous chemicals or radioactive elements.**

**SOLID WASTE MANAGEMENT**

- **The solid waste is segregated into wet and dry garbage and the wet garbage is used for biogas production by Inlaks and Budrani Hospital(MOU). The rest is disposed off to Pune Municipal Corporation.**
- **Separate Dry and Wet waste dustbins on every floor/ classrooms /labs and cafeteria**
- **Incinerators in girl's washroom for disposal of sanitary napkins**
- **The Institute has tie up with Brown Leaf for disposal of garden waste.**
- **Creative utilization of waste paper and newspaper in**

extracurricular activities and donations to Blue Cross Society

**LIQUID WASTE MANAGEMENT**

The Campus has an STP for treating grey water

**E WASTE MANAGEMENT**

- An e-waste collection bin is available in the Institute.
- E waste collected is handed over to SWACH(Sanitation, Water and Community Health) for recycling

**OTHER ENVIRONMENT FRIENDLY PRACTICES**

- Conducting cleanliness drives and health camps at less privileged areas as CSR initiative.
- The Institute has banned single use plastic
- Eco Friendly Ganpati making and its immersion.

| File Description | Documents |
|---|---|
| Relevant documents like agreements / MoUs with Government and other approved agencies | [View File](#) |
| Geo tagged photographs of the facilities | [View File](#) |

| **7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus** | A. Any 4 or all of the above |
|---|---|

| File Description | Documents |
|---|---|
| Geo tagged photographs / videos of the facilities | [View File](#) |
| Any other relevant information | No File Uploaded |

**7.1.5 - Green campus initiatives include**

| **7.1.5.1 - The institutional initiatives for greening the campus are as follows:** | A. Any 4 or All of the above |
|---|---|

1. **Restricted entry of automobiles**
2. **Use of bicycles/ Battery-powered vehicles**
3. **Pedestrian-friendly pathways**
4. **Ban on use of plastic**
5. **Landscaping**

| File Description | Documents |
|---|---|
| Geo tagged photos / videos of the facilities | View File |
| Various policy documents / decisions circulated for implementation | View File |
| Any other relevant documents | No File Uploaded |

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

| | |
|---|---|
| **7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities** | A. Any 4 or all of the above |

| File Description | Documents |
|---|---|
| Reports on environment and energy audits submitted by the auditing agency | View File |
| Certification by the auditing agency | View File |
| Certificates of the awards received | No File Uploaded |
| Any other relevant information | No File Uploaded |

| | |
|---|---|
| **7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment** | B. Any 3 of the above |

**5. Provision for enquiry and information :**
**Human assistance, reader, scribe, soft copies**
**of reading material, screen        reading**

| File Description | Documents |
|---|---|
| Geo tagged photographs / videos of the facilities | View File |
| Policy documents and information brochures on the support to be provided | View File |
| Details of the Software procured for providing the assistance | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

SVIMS believes in the oneness of humanity and through 'Sanctuary [Character-building sessions] conducted every day, we 'live' the invocation [excerpts]:

In all religions the Light is Thine, In all Scriptures the Inspiration is thine, In all the countries the rose dust is thine, Master, Sing a song of Union anew and Rekindle the light of Love'.

Sanctuary is used to impart Spiritual and Universal Human Values. Most festivals are celebrated, as also Forgiveness Day, Gratitude/Thanksgiving week, International Meatless and Animal Rights Day etc. Students and staff organize various 'seva' programmes to serve orphans, the disabled, aged people and destitute women and animals too. These teach students the higher values of life.

Our inclusive environment helps us attract students from other minorities, Reserved Categories and students from outside Maharashtra despite being a Sindhi Linguistic Minority Institution. Our Language Lab helps students from non-English speaking backgrounds to adjust to life on campus. All students are brought into a fold through induction programmes, Sanctuary sessions and Retreat with faculty members and the Director.

Institutional Scholarships are 'need based' irrespective of caste and creed. Recruitments are merit based and a free atmosphere for

**exchange of ideas and participative decision making defines SVIMS.**

| File Description | Documents |
|---|---|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | View File |
| Any other relevant information | **No File Uploaded** |

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

**SVIMS organizes various programs during the academic year for sensitizing the students and employees to the Constitutional values, rights, duties, and responsibilities of citizens. The Institute encourages students to take part in activities with Red Cross / NSS. The curriculum subjects such as Human Rights, Indian Ethos and Business Ethics, Corporate Social Responsibility enlighten the students about the values, rights and duties of citizens and organizations. SVIMS observes Vigilance Awareness Week and Constitution Day, as per Government directives. SVIMS employees and students offer their reverence to the National Flag on Republic Day, Independence Day, and such commemorated days. National anthem is respectfully played as an integral part of the events at SVIMS. Birth and death anniversaries of national heroes are observed such as Gandhi Jayanti, Martyr's day, Shivaji Jayanti, etc. Students and employees actively participate in Community service and outreach activities. Swachch Bharat Abhiyan, Cleanliness drives, tree plantation drives contribute towards a clean and green environment. SVIMS cultivates the values of respect, reliability, resourcefulness and reverence for all life. Sanctuary sessions sensitize the faculty and students to rights, duties, responsibility and accountability as individuals as well as proud citizens..**

| File Description | Documents |
|---|---|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | http://svims-pune.edu.in/wp-content/uploads/2022/12/7.1.9-Sensization-of-Students-to-Constitutional-Obligations.pdf |
| Any other relevant information | **Nil** |

**7.1.10 - The Institution has a prescribed code** | **D. Any 1 of the above**

**of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized**

| File Description | Documents |
|---|---|
| Code of ethics policy document | View File |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims | View File |
| Any other relevant information | View File |

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

**International and national festivals/days, birth and death anniversaries of our national leaders, Independence Day, Republic Day and Maharashtra Din are celebrated to show our respect and reverence**

**Celebration of Important Events / Days**

**S.NO Date OF ACTIVITY NAME OF THE ACTIVITY**

**1 4th January 2021 129th Birthday of Savtribai Phule**

**2 25th January 2021 72nd Republic day**

**3 30th January 2021 Martyr's Day**

**4 27th February 2021 Marathi Bhasha Din Celebration**

**5 8th March 2021 International Women's Day**

6 14th April 2021 Ambedkar Jayanti

7 1st May 2021 World Labour Day / Maharashtra Day

8 31st May 2021 World No Tobacco Day

9 04th June 2021 Foundation Day of the Mira Movement in Education

10 5th June 2021 World Environment Day: Save Earth by Promoting Environment Restoration

11 21st June 2021 International Yoga Day

12 2nd August 2021 B. Lokmanya Tilak Punyatithi; International Forgiveness Day(Rev Dada JP Vaswani Birthday Celebrations)

13 15th August 2021 Independence Day

14 30th August 2021 Janmashtami Celebration

15 05th September 2021 Teachers Day Celebration

16 16th September 2021 World Ozone Day (Youth Action- Implementing Montreal Protocol)

17 21st September 2021 International Peace Day

18 2nd October 2021 Gandhi Jayanti - commemorating the principles of nonviolence, truth and cleanliness

19 19th November 2021 International Men's Day

20 25th November 2021 International Meatless and Animal Rights Day ( Sadhu Vaswani's Birthday Celebrations)

21 26th November 2021 Constitution Day( Samvidhan Diwas)

22 03rd December 2021 World Disabled day

| File Description | Documents |
|---|---|
| Annual report of the celebrations and commemorative events for the last (During the year) | View File |
| Geo tagged photographs of some of the events | View File |
| Any other relevant information | **No File Uploaded** |

## 7.2 - Best Practices

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

**Best Practice- 01**

**Title of the Practice-Policy Formulation**

**http://svims-pune.edu.in/wp-content/uploads/2022/10/Best-Practice-01-1.pdf**

**Best Practice- 02**

**Title of the Practice - Enrolling Students as Members of Professional Bodies**

**http://svims-pune.edu.in/wp-content/uploads/2022/10/BEST-Practice-02-1.pdf**

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | http://svims-pune.edu.in/university-results/institutes-best-practice/ |
| Any other relevant information | http://svims-pune.edu.in/wp-content/uploads/2022/12/7.2.1-Best-Practices-Policy-Doc.pdf |

## 7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

We promote heart-based leadership. Compassion and empathy are touted as 21stcentury skills and COVID has brought to the fore the essence of "serve and empathize to lead".

We use 'Sanctuary' – special sessions for imparting value based/ character building education. Sanctuary is dedicated time to help create ethical and humane women leaders. It is through Sanctuary that students gain knowledge of and imbibe values/ skills such as compassion, empathy and attitude to serve society. It is here that we discuss spirituality in daily life and the organizations and ethical issues and dilemmas in corporate/academic life

Besides we conduct a certificate course ' Spirituality for Leadership, Employee Wellbeing and Organizational Excellence' under the aegis of Savitribai Phule University, Universal Human Values course of AICTE to instill in students the need to complement competence with character.

We afford students opportunities to develop, compassion, empathy and caring attitude by organizing seva/community outreach programs. Visits to orphanages, home for the aged, destitute, animal welfare centres etc are arranged and efforts are made to collect funds to make food for inmates of these homes or giving them items that will help make their life comfortable. Students spend time with inmates to understand their problems, share their moments of grief and also organize events that can entertain them.

| File Description | Documents |
|---|---|
| Appropriate web in the Institutional website | View File |
| Any other relevant information | View File |

7.3.2 - Plan of action for the next academic year

SVIMS Action Plan Process

Academic Enhancement:

1. Introducing Masters In Computer Application Programme recognized by AICTE and under the aegis of SPPU
2. Introduction of new certificate courses approved by SPPU for holistic development of students
3. In terms of NEP, getting students to leverage on 40% credits

through online courses offered on recognized portals[ SWAYAM/NPTEL] and enhancing reach of programmes through Infosys University, and Degree Plus platforms of SPPU

Staff Development:

1. Organize events/activities that support the mental wellness of staff and students
2. Organise two professional development programmes for Non-Teaching Staff
3. Organise an FDP under the aegis of HRD /regulatory body for Faculty

Research, Consultancy and Extension:

1. Filing two patents during the year
2. Conduct research workshops /webinars covering varied fields of knowledge
3. Tap research grants through government agencies
4. Executing an MOU with Wadhwani NEN to encourage students to take up entrepreneurship
5. Undertake focused areas of community outreach through RED CROSS and NSS
6. Facilitate Faculty and student Exchange Programmes with other academic institutions and establish International Linkages

Infrastructure:

1. Upgrade IT facilities

Student Support:

1. Organising Academic, Cultural and Sports State/National level Competitions
2. Enhanced Guidance to help students participate in competitions and win awards for extension/cultural events
3. Enrolling students as members of professional bodies

Institutional Values:

1. Conduct Gender Audit
2. Undertake Programs to promote SDGs