SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SINHGAD TECHNICAL EDUCATIONAL SOCIETY'S SINHGAD INSTITUTE OF MANAGEMENT

S. NO. 44/1, VADGAON (BK), OFF SINHGAD ROAD, PUNE - 411041
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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sinhgad Technical Education Society (STES) was established in the year 1993 under the able and dynamic leadership of Prof. M.N. Navale with an objective of providing quality education in the field of Engineering, Management, Architecture, Pharmacy, Medical Sciences, Hotel Management, Law and school from kindergarten to higher post-graduation level.

Sinhgad Institute of Management (SIOM) is a premier management institute under STE Society, recognized for imparting quality education since 1994. SIOM offers two full-time programmes viz. Master of Business Administration (MBA) and Masters of Computer Application (MCA) with current total intake of 900 students. These courses are affiliated to Savitribai Phule Pune University and approved by AICTE. Additionally, Institute is also recognized University Research Centre for SPPU since 2004. As many as 60 students have obtained their Ph.Ds. from this centre. At present, there are 28 doctoral guides and 93 students are pursuing their Ph.Ds. from this centre.

Sinhgad Institute of Management has excellent ICT enabled academic infrastructure, extensive industry participation, and a vast in-house intellectual capital, that effectively caters to the holistic development of students from all over. Institute continuously strives for imparting management, technical and soft skill knowledge to the students so as to enhance their employability.The admissions in the institute have always been fairly high compared to peer institutions. Excellent above average Academic results coupled with high placement record makeSIOM a sought-after education destination.

Vision

SIOM is a synonym for credibility on a global scale where 'excellence in learning' is:

- facilitated by holistic value based approach,
- Guided by competent faculty
- backed by world class technology and infrastructure
- enriched by viable research

to nurture the student into a cultured business leader contributing to society and life at large.

Mission

Holistic development of students and teachers are what we believe in and work for. We strive to achieve this by imbibing a unique value system, transparent work culture, excellent academic and physical environment conducive to learning, creativity and technology transfer. Our mandate is to generate, preserve and share knowledge for developing a vibrant society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Academic MOU's with reputed Institutions such as Harvard, Bloomberg, AIM, Philippines, NISM, Quick Heal and Global Talent Track etc.
- Entrepreneurship Development Cell for self -employability of students
- Excellent ICT enabled academic infrastructure with conducive amenities and recreation facilities within a large academic campus spread over many acres.
- Strong connect with alumni with extensive alumni network over last 25 years.
- Highly qualified, dedicated faculty and staff members.
- Conducive teaching and learning environment.
- Excellent academic track record with students consistently securing amongst top 10 performers in the University final examinations and maintaining above average results across all the SPPU affiliated Institutes.
- Library as a resource centre
- Internship and employment at reputed Industry and Institutes.
- Student facilitation centre, health centre and free of cost hospital facilities.
- Involvement of renowned personalities for the student interaction.
- NBA accreditation (MBA and MCA) for the three consecutive tenure.
- Recognized Research Center of SPPU for Ph.D.
- Holistic development of students through co-curricular and extra-curricular activities.
- A dedicated Bloomberg Terminal for live projects, simulation, championship and certificate programmes offered by Bloomberg International.
- Extensive faculty involvement in the SPPU's, BOS, curriculum design and other executive and academic bodies.
- Value addition programmes and curriculum marking with the HBSP, Bloomberg and NPTEL resources.
- Extensive Industry Institute Interaction
- An upcoming modern lab funded by AICTE.

Institutional Weakness

- Limited exposure to Consultancy and Research.
- Limited exploitation of Revenue sources.
- Limited number of quality publications of Research Papers and Books.
- The quality of placement. It need to go beyond domestic level to reach global Fortune 500 companies.
- Near negligible progression of students for higher education and beurocratic employability.
- Limited involvement of IITs and IIMs in academic exchange programs.
- Currently, limited Global Outreach.

Institutional Opportunity

- Favourable outlook of Government towards education sector to result reforms and higher proportion of GDP spending.
- Uniform code of conduct likely to emerge with unified nodal body for higher education.
- Likelihood of more funded projects from Government (AICTE, UGC, DST etc.), private sector, consultancy, MoUs and Incubation Centers.
- Collaboration with National and International Universities or Institute for offering joint programmes.

- Improvement in Technology Transfer programs with Industry.
- Abundance of avenues for higher studies, organize value addition and skill development programs for faculty and staff.
- Involving Alumni in institute's core decision, functioning and reach.
- Improve participative decision making by all stakeholders (alumni, teacher, student and parents)
- Leverage on ICT to improve student centric education, dedicated research center facilitation and aiming for excellence in pathways for institutional development.
- Liason with Institutions, Public Sector organisations, Corporates, NGO and other Social Organisations/Institutions/Enterprises for MDP's and other community outreach programmes.

Institutional Challenge

- To bridge the gap between industry expectation and offerings in the curriculum.
- Inculcate the skills, attitude, discipline and commitment amongst students as most of them don't have experience or knowledge required for management and technical profession.
- Likelihood of industry establishing their own 'finishing schools'.
- The entry of autonomous foreign Universities.
- Sustain demand for courses.
- Limited funding for research projects. Create channels for receiving funds for research projects.
- Sustain success/ progress through students from diverse background and creating opportunities for them.
- Attract and maintain high quality faculty.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Sinhgad Institute of Management affiliated to Savitribai Phule Pune University (SPPU). It follows curriculum prescribed by the SPPU. It constantly strives to go beyond university curriculum. Academic planning integrates curriculum with value additions. The process sequentially involves laying a strong foundation of domain knowledge, development through an interactive process, and enhancement of skills. Academic planning ensures supplementary learning as well. It works towards developing corporates for the enrichment of society; it imbibes a holistic teaching-learning approach whereby faculty members and students build on their intellect with programs such as value added courses, certification programs, etc.

The students imbibe both academic and life skill learning's by undertaking classroom sessions, field projects and internships. They are sensitized towards gender equity, human values, professional ethics and environmental sustainability.

The institute inculcates a strong sense of responsibility among its faculty members that encourages them to take up various academic roles at the University level as well. Faculties are continuously motivated to keep participating in activities to be abreast of contemporary systems and procedures.

To ensure compliance on all of the above a strong and structured feedback mechanism is in place that reviews the performance of stakeholders namely students and staff. Feedback is an integral part of the system which enables it to continuously evaluate and enrich its functions across curricular, co-curricular and extra-curricular

activities of the institute. It solicits feedback from parents as well as employers on the existing performance and the expected performance in the days to come.

Teaching-learning and Evaluation

SIOM has maintained high enrolments of which at least one-fifth students are from other states and abroad. SIOM is able to fill on an average four-fifths of reserved seats as per Government of Maharashtra.

Initial learning level assessment is done by objective and subjective assessment. Special programs are conducted for slow learners. Short-term training programs, certifications, industry visit, alumni interaction are arranged for students. Student to faculty ratio has been consistently around 15:1. About 11 divyangajan students have taken admission during last 5 years.

Students achieve experiential learning through summer internship projects (SIP), dissertation and long-term projects. Participative training is imparted through management and technical games. Problem Solving Techniques are taught using Harvard case studies and PBL. Approach Tools such as GEMS, SAAS, MOODLE to name a few are used as ICT soft infra. A healthy ratio of 16 mentees is maintained. SIOM maintains 94 percent of full-time teachers from within and other states with average teaching experience of above 7 years. More than 16 percent are doctorate. Teachers have received more than 40 awards/appreciations during last 5 years.

The Concurrent Evaluation (CCE) is done through multiple parameters such as case studies, learning diary, online MCQ test, role play and more. CCE methodology is always communicated to the students well in advance and final outcome displayed/shared with them. Grievance handlings are carried out at different levels. The average pass percentage is usually above 90 percent. Feedback from stakeholders is used for process improvement purpose.

Research, Innovations and Extension

SIOM has vibrant outreach and extension activities that are enhancing the lives of children, youth, adults and families in the Pune City. Institute continues its community extension program and services through CSR programs on gender equality, a visit to various orphan homes, a seminar on sexual harassment of women at the workspace, Swachh Bharat Abhiyan through different activities and undertakings. Digital India Campaign through numerous events and seminars. Institute has 11 recognitions from various bodies like Pune Traffic Police, Quick Heal foundation etc.

Institute enables faculty to undertake research projects useful to the society. Institute and faculty have received grants worth Rs. 27 lakhs for research projects. SIOM has university recognized research centre. Five of our faculties are recognized as the research guide. Till date, institute/teacher has received one patent and one trademark. Further, 60 students got their Ph. D's awarded from the institutes' research centre. Faculty of the institute has published 35 books and 155 research paper/chapters edited in national /international research journals mostly in UGC notified list.

Institute has high academic linkages with Harvard, Bloomberg, NISM, AIMS, Alborg University, and European Universities. Few industry linkages are ITC, Mercedes Benz, Colgate, Marico, Accenture, Capgemini, Markets and Markets, Mahindra Tech, Cybage, Persistent systems, Symantec, Quick Heal

Foundation, Prometric Testing (Nvidia) Pvt. Ltd.

Infrastructure and Learning Resources

All the required physical infrastructure facilities are available in SIOM. This includes facilities for students, faculties and other staff to cover all curricular, co-curricular and extra-curricular activities for holistic development of students. These facilities are adequate in number as per statutory requirement.

Library, the Resource Centre of SIOM, part of STES Central Library, works 24 hours daily. It boasts of a rich collection of course books, National & International Journal, e-journals and hosts of Audio-Visual resources and fully online library software like GEMS ERP and Libsuite. The library has a reading hall with 500 seating capacity.

SIOM has excellent IT infrastructure to support teaching and learning processes. All classrooms are equipped with advanced equipment for student development. SIOM has computer labs with the adequate ratio of student to machines, where students attend practical sessions and assignments. A separate Bloomberg Lab is mapped with regular courses. This serves as a global outreach platform for students to compete at national and international level.

SIOM has Building Maintenance Committee to monitor maintenance of physical infrastructure and academic facilities. Monitoring committee undertakes regular inspection of the maintenance work. The team carry out the maintenance and ensure working condition of the electrical and electronic equipment. The housekeeping team maintains cleanliness and hygiene inside the building.

Student Support and Progression

Sinhgad Institute of Management, Pune (SIOM) is a student-centric institute. For nurturing student's talent and shaping career SIOM offers various schemes for capability enhancement such as Alumni Mentorships, Industry Mentorship, Campus to Corporate Activities, Student Training Program etc. SIOM supports students to avail benefits of scholarship and freeships offered by the government like social welfare (Samaj Kalyan Scholarships and economically backward classes (EBC) to deserving students. SIOM has committees for grievances redressal, anti-sexual harassment and anti-ragging which work towards guiding and counselling students and resolving issues if any.

About four-fifth students are placed on an average during last five years. SIOM provides an excellent platform for the holistic development of students that enables them to win awards and medals at national and international level. SIOM has academic and administrative bodies to ensure the active participation of the students and empowerment of students. Students are members of planning and monitoring, IQAC, Anti-ragging, sexual harassment, Sinhgad Student Council, etc. Student Editors are actively involved in publishing monthly SIOM newsletter, yearly student magazine- 'IMPACT'.

SIOM has registered Alumni Association since 2003. Alumni Association members periodically meet and majorly contributes in the form of spending their valuable time with the students in the form of knowledge sharing, placement support activities and mentoring.

Governance, Leadership and Management

SIOM believes in holistic development of students and teachers by aiming at achieving excellence in management and technical education. In order to achieve the desired academic performance, the leadership responsibilities are divided at central level, institutional and departmental level. Under the leadership of Director, Coordinators of various committees and HOD's are delegated powers and responsibilities to handle task assigned to them.

The institute monitors and evaluates policies and plans by newly formed IQAC (earlier AMC) for effective implementation and review of the standard process. The institution grooms leadership at various levels like student, faculty, university, national etc. Institute has grievance redressal mechanism to resolve students' issues if any. Institute also has a proper implementation of e-governance in areas of institutional operation.

Institute has implemented several welfare schemes for faculties and staff. Annual self-assessment for the performance-based appraisal is a structured procedure adopted by the institute. Institute has its own performance appraisal system. Performance of the faculties is regularly monitored by the concerned authority. Institute has developed strategies for mobilizing resources and ensures transparency in the financial management of the institution. Income and expenditure of the institution are subjected to regular internal and external audit. A budget for the ensuing year is approved by the STES management.

The institution adopts quality management strategies in all academic and administrative aspects. Recently, IQAC was formed, in place of AMC, that adopts a participatory approach in managing its provisions. IQAC defines quality assurance strategies to ensure the quality of teaching-learning, evaluation, research and administrative processes.

Institutional Values and Best Practices

SIOM adopts a unique value system, transparent work culture in an excellent academic and physical environment which is evident through its various social drives, best practices and initiatives that make it distinct and unique.

Gender equality promotion is evident from more than 20 Programs in various forms conducted at the institute level wherein all students and staffs are involved. Waste management practices like daily separation of plastic waste, green practices like Waste-water Management and Sewage Treatment Plant and 'Tree plantation drive' need a special mention. Arrangements for differently abled students like lifts, ramp, rail, scribes, restroom and wheelchair are present in SIOM

SIOM has defined Code of Conduct to be followed by faculty and students religiously. Special programs are conducted for the promotion of human values, social cohesion and celebration of various national festivals. SIOM transparently follows well-structured administrative practices.

Amongst the Best Practices, SIOM has a unique, well structured Student Training Program (STP) which aims at attaining holistic development of its students. This STP initiative of SIOM secured an award in the AIMS WE SCHOOL competitions in 2017. Similarly, Institute's focus is on ICT based teaching, learning and evaluation process.

Bloomberg Academic Interface and IPR cell make SIOM unique and distinctive. The Bloomberg champions of

the year 2015-16 have secured first and second rank in the first Asian Edition of the Bloomberg Championship programme. Under 'IPR Cell' SIOM has registered one patent and one trademark.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Sinhgad Technical Educational society's Sinhgad Institute of Management
Address	S. No. 44/1, Vadgaon (Bk), Off Sinhgad Road, Pune - 411041
City	Pune
State	Maharashtra
Pin	411041
Website	www.sinhgad.edu

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Professor	Chandrani Singh	020-24356592	8805010746	020-2435553 1	singh.chandrani@s inhgad.edu
Director	Parag C. Kalkar	020-24358360	9881000922	020-2535553 1	director_siom@sin hgad.edu

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	

Date of establishment of the college	25-07-1994

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Maharashtra	Savitribai Phule Pune University	[View Document](#)

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
AICTE	[View Document](#)	30-03-2017	12	

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

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	S. No. 44/1, Vadgaon (Bk), Off Sinhgad Road, Pune - 411041	Urban	2.5	7992.02

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
PG	MBA,Mba	24	UG	English	600	599
PG	MCA,Mca	36	UG	English	300	296
Doctoral (Ph.D)	PhD or DPhil,Research	60	PG	English	188	93

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				17				33				106
Recruited	4	6	0	10	3	5	0	8	27	20	0	47
Yet to Recruit				7				25				59
Sanctioned by the Management/Society or Other Authorized Bodies				17				33				106
Recruited	8	9	0	17	10	4	0	14	46	50	0	96
Yet to Recruit				0				19				10

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				55
Recruited	39	16	0	55
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	0	2	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	8	9	0	4	4	0	4	4	0	33
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	4	0	0	42	46	0	92

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	2	0	0	0	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	0	0	2	0	0	21	4	0	28

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Doctoral (Ph.D)	Male	48	5	0	1	54
	Female	33	6	0	0	39
	Others	0	0	0	0	0
PG	Male	449	95	0	0	544
	Female	310	41	0	0	351
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	59	66	76	75
	Female	39	36	39	29
	Others	0	0	0	0
ST	Male	3	6	4	10
	Female	5	0	4	1
	Others	0	0	0	0
OBC	Male	104	106	98	100
	Female	43	42	59	43
	Others	0	0	0	0
General	Male	290	333	449	444
	Female	147	199	197	162
	Others	0	0	0	0
Others	Male	48	71	53	65
	Female	32	16	29	12
	Others	0	0	0	0
Total		770	875	1008	941

3. Extended Profile

3.1 Programme

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

Response : 698

Number of self-financed Programmes offered by college

Response : 2

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

Response : 0

3.2 Student

Number of students year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2065	2227	2186	1955	1015

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

2016-17	2015-16	2014-15	2013-14	2012-13
432	432	432	432	486

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

2016-17	2015-16	2014-15	2013-14	2012-13
737	1033	1003	816	650

Total number of outgoing / final year students

Response : 740

3.3 Academic

Number of teachers year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
164	164	164	152	136

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

2016-17	2015-16	2014-15	2013-14	2012-13
134	134	134	124	124

Number of sanctioned posts year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
164	164	164	152	136

Total experience of full-time teachers

Response : 1199.66

Number of teachers recognized as guides during the last five years

Response : 5

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

Response : 101

3.4 Institution

Total number of classrooms and seminar halls

Response : 28

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

2016-17	2015-16	2014-15	2013-14	2012-13
959.79	910.28	641.66	441.06	768.33

Number of computers

Response : 425

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

Response : 1.12

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

Response : 0.5

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The institution follows the curriculum prescribed by the affiliating university, SPPU. The semester planning is done in advance, and the curriculum for the next semester is planned. This plan encompasses allocation of the courses/subject to each faculty, computing the workload and preparing timetables. Academic calendar is prepared by the department by referring SPPU academic calendar. Class tests, mock online tests, STP activities and remedial lectures are included in the academic calendar. Faculty prepares course file which includes teaching plan, class notes, question bank, university question papers and study material beyond curriculum and PPTs.

Institute monitors regularity in the conduction of lectures, syllabus coverage, student's academic progress and their grievances. Faculty through student representative maintains the attendance record of class. Monthly attendance of all subjects is collected by the Class Coordinator, and the defaulter students are identified. The attendance of the defaulters is communicated to their parents through telephonic conversation, email, SMS alert or if required by posting a letter. Corrective measures such as remedial lectures, mock examinations of theory and practical, personal counselling is taken for academically weak students.

The Student feedback is taken in the last month of every semester. The Director of the institute assesses the feedback and conveys it to respective faculty for corrective measures, if any. The planning for final year projects is done at the beginning of the semester by allocating a project guide and they encourage students to take industry and research projects.

Slow learners are encouraged to come and do hands-on work at their own pace to facilitate self-learning. Advanced learners have scope to experiment beyond the course learning. For effective enrichment of curriculum, the institute has developed following mechanism …

1. Harvard Business Cases (HBSP Course pack).
2. Interactive Sessions: Topics can be covered through the ways of Presentation, Management quiz, Book review, Group Discussion, Case study, Mock Interview.
3. Subject mapped with Bloomberg: include specific allotted lab and faculty to share and enlighten company insights for students.
4. Employability Recruitment Preparatory Model:
    1. *Placement and Training Sessions*: Student Training Program (STP) includes GD, PI, Aptitude, Communication Skills, Personality Development, and Practical Simulation Exercises.
    2. *Foundation Course*: includes pre-placement activity which gives basic and advance domain related knowledge to students by eminent faculty and industry expert

    5. Alumni Sessions

Alumni is engaged through seminars, motivational lectures, industrial visits and training programmes, organized for overall development of students. The feedback collected from students, alumni, industry experts and faculty about the existing curriculum is helpful in taking corrective measures in future curriculum development.

Learning objectives are clearly spelt out along with the syllabus for each subject by the respective Board of Studies. Apart from this, departments also provide a list of objectives they hope to achieve through the teaching-learning process. The content delivery beyond syllabus is planned as guest lectures, industrial visits and student training programs. The feedback and assessment is done to ensure whether the stated objectives of the curriculum are achieved or not.

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

Response: 31

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

2016-17	2015-16	2014-15	2013-14	2012-13
7	10	7	4	3

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

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

Response: 93.55

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

2016-17	2015-16	2014-15	2013-14	2012-13
134	134	134	124	84

File Description	Document
Details of participation of teachers in various bodies	[View Document](#)

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years

Response: 22.06

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

Response: 154

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

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

Response: 66.67

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

Response: 2

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

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

Response: 0.59

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

2016-17	2015-16	2014-15	2013-14	2012-13
18	18	12	6	4

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	

1.3 Curriculum Enrichment

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

Response:

Gender, environmental, and professional ethics have always been the focus of Sinhgad Institute's thought objective that is inculcated in its vision "To create cultured business leaders contributing to society and life at large".

The Institute runs two programmes namely MBA and MCA affiliated to Savitribai Phule Pune University. Both programmes follow syllabus designed by Savitribai Phule Pune University. Within the syllabus, some subjects/courses relate to cross-cutting issues such as Gender, Environment and Sustainability, Human Values and Professional ethics. The Institute encourages the promotion and implementation of such issues as stated below:

SIOM is very serious about the issue of Gender Equality right from admissions, co-curricular activities or placements. Equal opportunity is given to both genders while recruiting teaching and non-teaching staff. Some areas of Gender equality are also covered under the curriculum topics such as Factories Act, Compensation Act etc.

SIOM has taken very seriously the menace of ragging in college and hostels. Anti-ragging and student grievance cell is formed to sensitize students about gender equality and to address their issues & grievances. Anti-Ragging committee chart has been displayed at prominent locations. Appropriate action is recommended whenever and wherever so required.

The environment is one of the most relevant issues of the day. The SPPU curriculum has some subjects/courses such as Green Computing (Green computing reduces the use of hazardous materials, maximize energy efficiency during the product's lifetime and promote the recyclability of defunct products and factory waste) and Managing for Sustainability (a full credit course that addresses issues pertaining to corporate governance and business ethics) helps making students a responsible corporate citizen. Few other subjects/courses also sensitize students on the environmental aspects of business).

Besides this, SIOM Green Cell has been consistently taking up environmental issues over the years. The activities suggested by apex bodies are carried out from time to time. Efforts are made by the Institute to create environmental awareness among students and the public. Students actively participate in activities like tree plantation, public awareness camps in nearby villages to help village panchayats for increasing awareness about cleanliness, pollution, preserving water & energy sources, water harvesting and tree plantation. The Institute enlightens students to protect the environment and save water by reusing wastewater for gardening, use of ERP to minimize stationary, etc.

Human Values and Professional Ethics: The University, the institution teaches an extra subject that has been drawn on the lines of human rights and environmental issues.

Every student is assigned a mentor. The Mentor looks into the student's problems and helps him/her to overcome them. This increases student morale and professional ethics in enhancing the respectful relationship.

Students are encouraged to address social and human rights issues through programs like street plays which are performed during Institutes cultural events and correlated programs.

Through technical awareness programs too, institute generates awareness amongst students about their social responsibilities, hygiene, health issues in association with SKN Hospital, and other social institutions.

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

Response: 58

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

Response: 58

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

1.3.3 Percentage of students undertaking field projects / internships

Response: 100

1.3.3.1 Number of students undertaking field projects or internships

Response: 2016

File Description	Document
Institutional data in prescribed format	View Document
List of students enrolled	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback on curriculum obtained from 1) Students 2) Teachers 3) Employers 4) Alumni 5) Parents For design and review of syllabus semester wise/ year wise

A.Any 4 of the above

B.Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A.Any 4 of the above

File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	[View Document](#)
URL for stakeholder feedback report	[View Document](#)

1.4.2 Feedback processes of the institution may be classified as follows:
A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 21.73

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

2016-17	2015-16	2014-15	2013-14	2012-13
355	453	400	366	346

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

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 89.25

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

2016-17	2015-16	2014-15	2013-14	2012-13
770	875	1008	941	958

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

2016-17	2015-16	2014-15	2013-14	2012-13
1020	1020	1020	1020	1020

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

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

Response: 79.43

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

2016-17	2015-16	2014-15	2013-14	2012-13
333	343	366	335	381

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

2.2 Catering to Student Diversity

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

Response:

SIOM assesses the learning levels of the students, after admission to:

1. Evaluate learning capabilities of students
2. Differential Interventions as per the student learning capabilities.

Evaluate learning capabilities of students.

The purpose of assessment is to evaluate the learning level of the newly admitted students. Assessment is carried out to evaluate:

1. Essential skills and knowledge
2. Analyze student difficulties
3. Encouraging students to study
4. Measuring improvements over time

After the student is admitted, institute assesses the students learning levels by Objective assessment and Subjective assessment.

1. Objective Assessment
2. Subjective Assessment

Objective Assessment:

After admitting the student, the student's complete profile is assessed in order to surmise whether s(he) is a slow learner or an advanced learner. Following ways are used to assess the students.

1. **Past Academic performance:** The learning levels of students are assessed by analyzing the past academic performance. Detailed analysis is made of the scores he received in 10th,12th and graduation.
2. **The score in CET/CAT/MAT etc:** The learning levels of students are assessed with the marks they have scored in the entrance examination.
3. **Aptitude Test:** Special aptitude tests are conducted to find out the learning levels of the students.

Subjective Assessment

1. **Interview and Group discussion:** Special interviews and group discussions are also arranged for the new students.
2. **Student profiling:** A Student profile is made according to the marks they have got in exams. By way of profiling slow learners and advanced learners are identified. After the first Semester University examination result slow learners and advanced learners are identified with marks they have got in the university examination.
3. **Differential Interventions as per the student learning capabilities**

As per the above evaluating criteria, students are identified as slow learners and advanced learners.

Special Program for Slow Learners

Institute conducts various special programs for the slow learners. The faculty mentors are allocated to students and mentors assesses their issues and then motivate and guide them. A motivational session is conducted for them. Extra input sessions are conducted to solve doubts; difficult topics are explained again to improve performance. Also, monthly attendance of such students is monitored by the class coordinator and reported to the parents through SMS and phone calls, if found irregular.

1. Extra Input session (Curriculum based)
2. Remedial Classes (Curriculum based)
3. Separate question bank and assignments (Curriculum based) and assessment
4. Soft Skill Session for employability
5. Brain Training Session (Brain Teaser Games, Visual-Spatial Activities)
6. Counseling Session

Special Programs For Advanced Learners

Advanced learners are identified through their academic performance in examinations (theory as well as practical), interaction in the classroom, project presentation, participation in various event and competitions. Various certification programs and short-term training programs are conducted to promote their academic and personal growth.

1. Short-term Training Programs(e.g. Digital Marketing, Advanced Excel, Java, Android etc
2. Special Workshops(Python, Six Sigma, Digital India, cyber diseases, R-programming, Angular JS, Disaster Management, Financial Modeling, Research Methodology, Big Data and Hadoop etc)
3. Mock test
4. Encouraging them to participate in Research, conferences
5. Alumni interaction (Eminent alumni from diverse sectors)
6. College events and competitions (Spectrum, Techdrill etc)

2.2.2 Student - Full time teacher ratio

Response: 12.92

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

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any other document submitted by the Institution to a Government agency giving this information	[View Document](#)

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

Teaching-Learning process plays a very important role in academics. SIOM has been focusing on E-learning tools and resources. Our institute is using GEMS to maintain all the data related to academics. We are using National Programme on Technology Enhanced Learning (NPTEL) as one of the E-resources to provide learning material to the students and teaching members. Moodle has also been used and is playing a vital role for teaching members to provide online support in teaching-learning and evaluation process. Reference books, internet, youtube, e-book, E-journal, books, e-library, library, language lab, cloud-based assessment SAAS these are also used in the teaching-learning process.

GEMS helps SIOM to govern, communicate, manage, organize, monitor, measure, report and analyze all of the day-to-day academic operations. GEMS is a complete ERP solution which aims to automate day to day as well as long-term educational activities in SIOM. GEMS comprise of 4 levels viz. academics,

administration, finance, and analytics. It is a platform for students, parents, teaching staff, management and corporate. GEMS a cloud-based ERP has a number of features like Academics, Placement, Research, Infrastructure.

Teaching staff can share educational content, manage projects & assignments, handle notifications, conduct quizzes etc. in academics. Placements module takes care of job postings, walk-ins, registration of eligible students, placement event handling, career guidance, pre-screening, testing and many more. Research module takes care of research projects, publications, conferences, journals, patents, copyrights, PhD preparation and many more. Infrastructure module is also available for the administrative purpose.

National Programme on Technology Enhanced Learning is also one of the E-resources used in our institute. It is a project funded by the Ministry of Human Resource Development, provides E-learning through online Web and Video courses in Engineering, Sciences, Technology, Management, and Humanities. NPTEL is a curriculum building exercise and is directed towards providing learning materials in science and engineering by adhering to the syllabi approved by AICTE and the slightly modified curricula of major affiliating Universities. The teaching staff is using these contents as part of their lesson plan to teach university curriculum.Students are using NPTEL not only to prepare for technical jobs and competitive exams but also as a platform for constant learning and updating knowledge for the ever-changing environment and market realities. NPTEL contents are designed such that they enhance and complement student's residential learning experience at their given institutions. Students can enrol in various certification programmes through NPTEL.

Moodle, a Virtual Learning Environment (VLE) tool, makes it easy for faculties to provide online support for course. Its a space on web/LAN where students and teaching staff can access a set of tools and resources anytime anywhere. We are using Moodle to communicate with students or staff and it also helps in creating web pages with information about the course and providing links to word documents, slides, and other resources that our students need to access. Moodle facilitates assignment management as well. It has features and tools like course calendar, profiles and contact information, content delivery, group tools for students etc.

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

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 156

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

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 16.13

2.3.3.1 Number of mentors

Response: 125

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	<u>View Document</u>

2.3.4 Innovation and creativity in teaching-learning

Response:

To sustain the interest of students towards understanding and learning, institute adopts various innovative and creative methods in teaching. As most of the management subjects have a high possibility of its relating to practice, institute on priority identifies the subject in the curriculum and have mapped with some creative methodology of learning. To highlight, some of those methods used in the subjects are listed below;

1. Operations and Supply Chain Management: Games in teaching

- Impact: Students interest in retaining the concept has improved

2. Marketing Management: Pricing strategy concept used through classified advertisement and soap rappers

- Impact: Develop student interest

3. HRM: Field-based project Learning (interviewing practitioners)

- Impact: Understanding concepts and contemporary practices and helps in developing network

4. Management Information Systems: Video cases

- Impact: Better Learning

5. Economic Analysis for Business Decisions: Desk research on Business environment of a sector in a country/ Bloomberg terminal resources for real-time data and analysis

- Impact: Business Environment study Political, Economic, Socio-cultural Technological, Legal and Environmental Analysis of various sector in countries of the world. Secondly, some topics of Economics like International Trade, GDP growth, Capital market etc are mapped with Bloomberg search. Students were given assignments and presentations based on these topics.

6. Management Fundamentals: Creating a dummy industry with exercise of developing vision and

mission for it

- Impact: Framing and differentiating between vision and mission

7. Business Research Methods: Small live field projects on research methodology

- Impact: Develop deep understanding of research methods

8. Project-based Learning (PBL): Project Based Learning is a teaching method in which student's gains knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge.

9. SGA (Small Group Activity): Each subject faculty is going to decide the groups and conducting the various activities like Presentations, Group Discussions, Role plays and many more.

10. Participative Learning through Seminars/Conferences: Institute is organizing the seminars and conferences related to current topics and students are taking participation in this regards.

11. Programming Competitions: Institute is conducting various types of competitions based on the programming languages like C, C++, database, UML, Software Engineering. e.g Design fire, Blind C, Code battle.

12. Research-Based Learning: As per the Research Methodology subject students are making groups writing research paper along with faculty members.

We also provide spoken English tutorials to improvise the technical skills in respective subjects. With the help of language lab, our students can access E-learning resources and can appear for mock tests developed by SIOM faculty experts.

The practice of above mentioned creative methods have brought in lots of positive impact amongst students; it has helped them in understanding management concepts effortlessly. The creative method, which has a fun element component with the central objective of understanding and retention, has reinforced the student's attitude towards learning. Preferably, the incorporation of the simulation exercises through Harvard Business School Publication and Bloomberg terminal platform has brought the students very close to reality in identifying business problems and experiencing real-time challenges in developing alternative solutions.

2.4 Teacher Profile and Quality

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

Response: 83.58

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

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

Response: 15.67

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

2016-17	2015-16	2014-15	2013-14	2012-13
26	22	17	18	19

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

2.4.3 Teaching experience of full time teachers in number of years

Response: 7.69

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

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

Response: 3.86

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	12	0	11	0

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

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

Response: 11.79

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

2016-17	2015-16	2014-15	2013-14	2012-13
14	18	19	20	20

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

2.5 Evaluation Process and Reforms

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

Response:

The CIE or CCE (Con-Current Evaluation) as is called in SPPU, could be of 30 Marks or 50 Marks depending on the classification of courses and its evaluation prescribed by the University Syllabus.In SPPU, Evaluation of Courses is specified as follows:

1. **University Level Evaluation** (ONLY for Full Credit Courses)- (70 Marks)
   1. End-Term/Semester Examination (ETE/ESE) - 50 Marks and
   2. Online MCQ Examination - 20 Marks.
2. **Con-Current Evaluation (CCE)** at Institute Level
   1. For Full Credit Courses - 30 Marks
   2. For Half Credit Courses - 50 Marks
3. **Oral/Practical Viva-Voce** - 100 Marks (wherever applicable)
   1. CCE - 50 Marks
   2. University Examination - 50 Marks

The institute has adopted reforms as specified by University in Continuous Internal Evaluation (CIE) based on curriculum prescribed by Savitribai Phule Pune University (SPPU) to gauge the progress of students in their capabilities in terms of knowledge, skills and attitude.

Faculty members had been a part of all these reforms initiated by SPPU through the meetings conducted for syllabus revision. The evaluation components/tools with marks and weightage for each evaluative component for each course is decided in a meeting of respective faculty members teaching that particular course/subject at the beginning of the semester. The student representatives are also involved in framing the components and weightage of CIE. Subject teachers give consideration to behavioural aspects, independent learning, and communication skills in framing criteria for CIE for the respective courses. Subject teachers provide appropriate weight age for student's participation in seminars, co-curricular related to the course. The institute uses advanced methods for CIE throughout the semester, be it Group Assignments / Projects, Case Study, Online exam, Open book test, Field projects, Thematic presentation,

Role Plays, etc. and also the conventional written exam based on pen and pencil. The suggested components of the CIE by SPPU are as follows:

1. Case Study / Caselet / Situation Analysis – (Group Activity or Individual Activity)
2. Class Test
3. Open Book Test
4. Field Visit / Study tour and report of the same
5. Small Group Project & Internal Viva-Voce
6. Learning Diary
7. Scrap Book
8. Group Discussion
9. Role Play / Story Telling
10. Individual Term Paper / Thematic Presentation
11. Written Home Assignment
12. Industry Analysis – (Group Activity or Individual Activity)
13. Literature Review / Book Review
14. Model Development / Simulation Exercises – (Group Activity or Individual Activity)
15. In-depth Viva
16. Quiz
17. Student-Driven Activities
18. Newspaper reading

The Institute appoints panels of internal examiners for evaluation of the Practicals, Projects (Summer Internship Projects [SIP], Dissertations, Mini Projects. The institute involves industry personnel, alumni in evaluating presentations, role plays, field-based assignments in related subjects. Emphasis is given to include the research component for evaluation in many of the courses. Students are also encouraged to write a research paper based on SIP and Dissertation which also prepares them for different competitions and publishing the same. Thus, the CIE for SIP, Dissertation and Research Methodology have an evaluative component of Research paper. The institute provides access to tools such as Bloomberg, Proquest that help students to work on assignments based on research.

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

Response:

The evaluation components/tools with marks and weightage for each component of each course is decided in a meeting of respective faculty members teaching that particular course/subject at the beginning of the semester. These components are selected out of different types of assessment components as listed by University in the syllabus. Every course/subject teacher notifies and communicates/clarifies the schedule of Concurrent Internal Evaluation (CIE) at the beginning of the semester to the students, through noticeboards in the respective classroom/s. The different criteria of evaluation are well clarified for each course along with the schedule of evaluation.

Also, the criteria of evaluation for Summer Internship Project (SIP) and Dissertation-work are conveyed to the students at the beginning of the semester by a Central team to all students and faculty guides at the beginning of the respective semester.

Accordingly, the scheduled components in the form of tests /presentations/ practicals/ evaluation of assignments are conducted by the individual faculty member (subject teacher) during the entire semester as communicated earlier. The evaluation for CIE is displayed from time to time (within the maximum period of 7 days) once the tests/assignments are completed for respective courses and model answers are discussed with students so that students can improve on in their further evaluation for the subject. Opportunities are given to the students to improve their performance on various evaluative criteria through additional tests/assignments.

Mid-Semester Examination (MSE) is conducted for students on the lines of University ESE. Two Sets question papers are prepared and either of the set question paper is finalized for the MSE. The marks of end semester exam are notified to the students by the respective subject teacher and discussion is carried out post-assessment. Subject teachers make the necessary correction in marks, if any, for any possible errors in the assessment. Total (final) internal marks of all subjects are collected from respective subject teachers, compiled and notified/communicated to students within a period of 15 days by the Class Teacher.

The signature of each student is taken as an acknowledgement of Final CIE.

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

Response:

Institute Level:

The subject teachers are required to share the assessment of tests/assignments or any other evaluative criterion with students immediately within a weeks time with the students. Student's signatures are obtained after the display of CIE.

In case, there is a grievance related to evaluation/assessment, the student can approach the respective Subject Teacher, Class Teacher, Cluster Head, Academic Coordinator and/or Director, in sequence, as the case may be and resolve his/her grievance.

University Level:

In case of any query on re-checking or re-evaluation of any subject marks, the concerned student has to first apply for the photocopy of their answer-sheet, and if not satisfied, they can approach university's student grievance cell through the Institute and can get his/her query/grievances resolved.

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

Response:

The CIE or CCE (Con-Current Evaluation) as is called in SPPU, could be of 30 Marks or 50 Marks depending on the classification of courses and its evaluation prescribed by the University Syllabus.In SPPU, Evaluation of Courses is specified as follows:

1. **University Level Evaluation** (ONLY for Full Credit Courses)- (70 Marks)
    1. End-Term/Semester Examination (ETE/ESE) - 50 Marks and
    2. Online MCQ Examination - 20 Marks.
2. **Con-Current Evaluation (CCE)** at Institute Level
    1. For Full Credit Courses - 30 Marks
    2. For Half Credit Courses - 50 Marks
3. **Oral/Practical Viva-Voce** - 100 Marks (wherever applicable)
    1. CCE - 50 Marks
    2. University Examination - 50 Marks

The academic calendar of the institute is prepared with reference to the university academic calendar and dates as is declared by Savitribai Phule Pune University (SPPU) for start and end of the terms/semester. The Academic Calendar of the institute will have the details of the start and end of the terms, holidays, all curricular, co-curricular and extra-curricular activities with the tentative schedule of online, mid-semester and end-semester and practical / viva voce examinations and is displayed on the institute's notice board. The College Examination Officer (CEO) plans and conducts the Mid-Semester (internal) Examinations (MSE) on the pattern of University's End-Semester Examination (ESE) with the objective to expose students for the environment and also prepare them for ESE. The timetables of the MSE are prepared and displayed on the institute notice board. Other components of CIE/CCE are notified by the respective course faculty. Activities, as specified in the Institute's Academic Calendar, are adhered as per the schedule. Only in case of activities/events (in the control of University or beyond the control of the institute) changes may need to be made to avoid any kind of overlapping.

In general, care is taken to schedule the CIE/CCE in such a way so that it do not clash with University's Exam schedule.

The students are informed about the URL of University official website and page-link of Examination dept. of University for referring to schedules of exam form filling, timetables of online / theory examinations, declaration of result, re-evaluation. They are encouraged to visit this website from time to time for latest updates on all examination related notices/circulars by University.

File Description	Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

Institute offers two Programmes MBA and MCA and outcomes of these are as follow:

The MBA Programme prepares students for a career in diverse sectors of industry domestically and globally. The programme facilitates learning in theory and practice of different functional areas of

management and equips them with an integrated solution to the various function of the business. Although such managerial skills are not limited to the industry only but also by Government sector, NGOs, non -corporate sector as well. Students wanting to become entrepreneur require a broad-based learning encompassing the end to end processes involved in developing entrepreneurial skills.

Apart from above objectives institute, faculty and students understand the demand of broader sections of the society. Therefore the specific objectives are:

1. To equip students with the requisite knowledge, skills and right attitude necessary for effective leadership in a global environment.
2. To become competent management professionals with strong ethical values, capable of assuming a pivotal role in various sectors of the economy and society, aligned with national priorities.
3. To harness entrepreneurial approach and skillset.

The MCA Programme provides to the country, a steady stream of a trained and skilled workforce capable of serving IT and IT-enabled services industry, product companies along with public sector/enterprises.

The programme has been designed to prepare students for attaining the ability:

1. To apply knowledge, reasoning, logical thinking,   programming techniques and management in practice.
2. To identify solution strategies for the specific problem in technology, critical analysis and scientific exploration.
3. To design a computing system to meet desired needs within realistic constraints such as safety, security and reliability.
4. An ability to devise and conduct experiments, interpret data and provide well-informed conclusions.
5. To understand the impact of system solutions in a contemporary, global, economic, environmental, and societal context for sustainable development
6. To function professionally with ethical responsibility as an individual as well as in multidisciplinary teams with a positive attitude.
7. To adapt to a cross-cultural mode.

In this context, Institute nurtures their students and prepares them to:

1. Communicate professionally as a business leader both orally and in writing to bridge diverse perspectives, cultures, and disciplines.
2. Understand ethical issues and dilemmas that businesses often face.
3. Apply knowledge, quantitative methods and skills to solve business and technology problems.
4. Understand the concepts of IT and how IT can improve organizational performance.
5. Assess global opportunities and challenges for business and technology growth.
6. Possess the skills required to integrate concepts from various disciplines to identify and develop business strategies.
7. Possess the skills required to work and lead effectively in a team-based environment.
8. Perform strategic analysis effectively.
9. Collaborate effectively as a business leader.
10. Be employable and capable corporate citizen.

Our students are placed well in various public and private organizations like manufacturing and service sector and some students have started their own business or enhancing their family business effectively and efficiently. MCA students are well absorbed in IT sector and they have become proficient in various skills.

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

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

Response:

1. The Evaluation of an academic course is disclosed to students through website and notice boards.
2. We have adopted student-centric learning pedagogy. Student integration and interaction are key elements of the classroom experience and provide students with the opportunity to share ideas, learn from each other, and develop the skills that will help them throughout their career.
3. The balance between theory and practice. The program favours the study of real-world situations. This provides students with hands-on learning experiences and allows them to develop effective decision-making and analytical skills.
4. In MBA program uses the case study method mapping with university Syllabus. Typically, students are introduced to real situations with some background on the organization and its operating environment. Students are then expected to identify the key issues in the case, evaluate different options and arrive at a reasonable decision, recommend a clear plan of action, and defend their position. In addition to the case method, instructors use and combine other teaching methods such as role-playing, field trip, inviting guest speakers, interactive discussion, lecture, oral presentation, simulation, research project and alumni mentorship for corporate exposure and association.
5. In MCA program students learn both theoretical and practical aspect of computer application. Mini projects are given to assigned students to apply learning theory in practice.
6. The Institute has an association with Bloomberg for a better understanding of dynamic changes of the stock market and economic updates.
7. The students are expected to extensively use tools/methodologies such as power point presentation, oral presentations, group discussion and case studies in a collaborative way. Considering that students come from different educational and professional backgrounds and some of them have work experience, team assignments help them to become engaged in learning from each other as well as from faculty, texts and cases.
8. The faculty members use a combination of methods to evaluate student work throughout their studies. These include oral presentations, project reports, written exams, quizzes, and case study reports. The high frequency of assessments allows the faculty to provide students with a timely feedback.
9. Institute maintains continuous evaluation record for each semester that includes midterm and online exams, assignments, and attendance. Internal assessment record is based on the standard weighted criteria.
10. Institute conducts seminars, workshop and conferences to incline them towards research and innovations.

11. Institute call women entrepreneurs highly acclaimed achievers and industry expert to motivate female students**.**
12. Apart from curriculum institutes conducts mathematical aptitude and soft skill sessions for students logical thinking and personality development so that they can be ready for the placement.
13. Institute conducts pre-university examination for theory and practical's so the students get prepared for university examination.

2.6.3 Average pass percentage of Students

Response: 87.97

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

Response: 651

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

Response: 740

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 4

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	2	0	1	0

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

3.1.2 Percentage of teachers recognised as research guides at present

Response: 3.21

3.1.2.1 Number of teachers recognised as research guides

Response: 5

File Description	Document
Institutional data in prescribed format	[View Document]

3.1.3 Average number of research projects per teacher funded by government and non government agencies during the last five years

Response: 0.12

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

Response: 12

File Description	Document
Supporting document from Funding Agency	[View Document](#)
List of research projects and funding details	[View Document](#)
Funding agency website URL	[View Document](#)

3.2 Innovation Ecosystem

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

Response:

Sinhgad Institute of Management has its own **Research Center**. With Research Head and staff. Research Cell has one laboratory and Library. And these are available to start-up cell. Research facilities are enhanced through research projects. The institution has an official Code of Ethics to check malpractices and plagiarism in research. Interdepartmental / interdisciplinary research projects are undertaken. The institution has instituted research awards. Incentives are given to the faculty for receiving state, national and international recognition for research contributions. Research awards and recognition are received by the faculty and students from reputed professional bodies and agencies. Output in terms of PhD students is significant. The institution has received research recognition and awards (including patents). The institution's research has contributed to the industry 'requirements/ productivity. A significant number of research articles are published in reputed/ refereed journals. The institution has published books and proceedings based on research work of its faculty. The institution is acclaimed for its research as evidenced by metrics such as Citation Index, Impact Factor, h-index, SNIP, SJR, etc.

Sinhgad Institute of Management is setting up an innovation centre at the institute led to the founding of what is called today as the "**Shrujan**" an Innovation and Incubation Centre in the year of 2017.

Thus the institute has an internal entrepreneurial ecosystem significant in channelizing the students creative and innovative ideas into business propositions and enabling them to monetize the same.

This idea to offer students an alternative career option of being job creators instead of job seekers, triggered the imagination that is incubation centre anchored to an academic institution opens doors to any entrepreneur.

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

Response: 17

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

2016-17	2015-16	2014-15	2013-14	2012-13
7	8	2	0	0

File Description	Document
List of workshops/seminars during the last 5 years	View Document
Report of the event	View Document
Any additional information	View Document

3.3 Research Publications and Awards

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

Response: Yes

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Response: Yes

File Description	Document
List of Awardees and Award details	View Document
e- copies of the letters of awards	View Document

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

Response: 10.8

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 54

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

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

Response: 0.16

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

2016-17	2015-16	2014-15	2013-14	2012-13
18	39	20	17	13

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

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

Response: 0.2

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

2016-17	2015-16	2014-15	2013-14	2012-13
20	37	30	23	21

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

3.4 Extension Activities

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

Response:

Sinhgad Institute of Management has vibrant outreach and extension activities that are enhancing the lives of children, youth, adults and families in the Pune City. Sinhgad Institute of Management uses innovative

programs to reach to diverse audiences and assures the development of the community. Outreach and extension activities of Sinhgad Institute of Management is aiming to organize and implement opportunities for the associated agencies and students through several activities. Faculty members at Sinhgad Institute of Management provide leadership and support programs in association with several agencies in the field and empower students to reach their full potential working for the society. At Sinhgad Institute of Management, outreach and extension are categorized into the following areas:

1. Corporate Social Responsibility,
2. Green India,
3. Blood Donation,
4. Digital India,
5. Swachh Bharat,
6. Make in India,
7. Yoga, and
8. Financial Inclusion.
9. Internet Security and Cybercrime

At Sinhgad Institute of Management, during last five years, 5400 students have actively participated in various outreach and extension activities at institute level and outside. Recently, the institute has successfully signed a MoU with Quick Heal where collaborating institutions will be spreading awareness on cybercrime among 10,000 school going students.

As future plans, the institute will continue its community extension program and services through:

1. CSR programs like Seminar on Gender Equality, visit various Orphan Homes, Seminar on Sexual Harassment of Women at Workspace, Traffic Safety Programs, etc.
2. Green India Campaign through Tree Plantation and Greenathon like activities.
3. Blood Donation Camps.
4. Make in India Campaign through seminars and competitions.
5. Swachh Bharat Abhiyan through different activities and undertakings.
6. Digital India Campaign through numerous events and seminars.

The Sinhgad Institute of Management recognizes the importance of the extension function and will proceed to give appropriate and adequate recognition to those involved in extension activities.

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

Response: 8

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

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

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

3.4.3 Number of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc., during the last five years

Response: 34

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

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

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

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

Response: 0.34

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

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

File Description	Document
Report of the event	
Average percentage of students participating in extension activities with Govt. or NGO etc.	

3.5 Collaboration

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

Response: 97

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

2016-17	2015-16	2014-15	2013-14	2012-13
15	35	18	17	12

File Description	Document
Any additional information	
Copies of collaboration	
Number of Collaborative activities for research, faculty etc.	

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

Response: 9

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	6	1	1	0

File Description	Document
Any additional information	[View Document](#)
Details of functional MoUs with institutions of national, international importance,other universities etc. during the last five years	[View Document](#)
e-copies of the MoUs with institution/ industry/ corporate house	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The Sinhgad Institute of Management (SIOM) has the necessary infrastructure required for teaching and learning in line with the norms suggested by AICTE, DTE and Savitribai Phule Pune University.

Adequate facilities are available in terms of:

1. Class Rooms
2. Tutorial Rooms
3. Seminar Hall
4. Language Lab
5. Computer Labs
6. Computer Equipment
7. Server Room/Computer Center
8. Bloomberg/Digital Library/ Research Lab
9. Printers
10. Scanners
11. Photocopy Machine
12. Library
13. Syndicate Rooms
14. Faculty Cabin
15. Boys' Common room
16. Girls' Common room
17. Training & placement
18. Maintenance Room
19. House Keeping Room
20. Alumni cell
21. Student Activity centre
22. Students Hostels with internet and Wi-Fi facilities for 24 Hrs.
23. Facilities for physically disabled students like wheelchair ramp and lift. For more details on these facilities please find attached document.

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

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

Response:

The Sinhgad Institute of Management (SIOM) being part of STES Campus spread over more than 80 acres has access to adequate infrastructure that encourages students to participate in several extra-curricular activities. The details of the facilities for sports, outdoor and indoor games, cultural activities, yoga, health awareness and hygiene etc. available for students can be summarized as follows.

1. Playgrounds for Outdoor games such as Cricket, Football, Athletics, Hockey, etc.
2. Rooms for Indoor Games - Table Tennis, Carrom, Chess, etc.
3. Multi-purpose Open Air Theatre/Cultural Center.
4. Gymnasium.
5. Lawn Tennis Court.
6. Swimming Pool.

For more details on these facilities please find attached document.

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

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 28

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	[View Document](#)

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

Response: 10.33

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

2016-17	2015-16	2014-15	2013-14	2012-13
30	10.98	245	30.55	17

File Description	Document
Details of budget allocation, excluding salary during the last five years	[View Document](#)

4.2 Library as a Learning Resource

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

Response:

The Sinhgad Institute of Management (SIOM) Library has fully automated &equipped with Integrated Library Management System (ILMS), GEMS ERP and Libsuite. All relevant software are available in Educational Version. Since 2012-13 the SIOM Library started using GEMS ERP along with Libsuite.

About GEMS Educational ERP: GEMS ERP is a web-based application available in Educational Version.

It has following facilities.

1. Facility to view Issue and Return transaction details
2. Facility for Cataloging
3. Facility for Book Issue and Return using barcode system
4. Facility for Book Search (OPAC Search)
5. Facility for Member registration
6. Facility for reservation of books
7. Facility for sending email alerts to registered users
8. Facility for to generate Reports. For more details please find attached document.

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

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

Response:

The Sinhgad Institute of Management (SIOM) Library has 377 case studies of Indian Institute of Management – Ahmadabad which are available as a knowledge resource. The library also has 16 rare book titles such as WORKING WITH EMOTIONAL INTELLIGENCE, BALANCED SCORECARD, WORKING WITH EMOTIONAL INTELLIGENCE, GIVE AND TAKE, COST & EFFECT, COMPETITIVE ADVANTAGE, REAL TIME, CUSTOMER CONNECTIONS, RESULTS BASED, DO LUNCH OR BE LUNCH, DATABASE MANAGEMENT SYSTEMS, WHAT LEADERS REALLY DO, LOYALTY EFFECT, HUMAN RESOURCE MANAGEMENT, PROFESSIONAL SALES MANAGEMENT, JUST IN TIME, EFFECTIVE SPEAKING & COMMUNICATING IN SPEECH, etc

and a collection of RBI and CMIE Reports.

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

4.2.3 Does the institution have the following:

   1. **e-journals**
   2. **e-ShodhSindhu**
   3. **Shodhganga Membership**
   4. **e-books**
   5. **Databases**

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

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

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

Response: 12.74

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

2016-17	2015-16	2014-15	2013-14	2012-13
2.22	5.59	25.39	10.12	20.37

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

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

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

4.2.6 Percentage per day usage of library by teachers and students

Response: 58.61

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

Response: 1273

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Sinhgad Institute Of Management (SIOM) has excellent IT infrastructure which is capable of supporting teaching and learning processes. All Classrooms are equipped with PC and LCD for supporting teaching and learning Process. The relevant software has been loaded on these PC which is needed to demonstrate example and present the presentations. Sinhgad Institute of Management has computer labs for practical understanding of the subject. These labs are equipped with computers and projector. SIOM has Computer Labs (7 Labs) where students attend/practise sessions. Students can also use these labs to work on these assignments. Recently SIOM has been granted a sum of Rs. 5.5 lakhs from AICTE, New Delhi for setting up a Thin-client lab which will come up by October 2018.

SIOM has Bloomberg Lab with separate dedicated IP address for students. Using this facility, SIOM students have participated in international competitions. These facilities give academic exposure to the students for nurturing their skills.

- **Summary of PCs** – Sinhgad Institute of Management has computers with higher configuration for teaching-learning process.
- **Summary of Servers -** Sinhgad Institute of Management has servers with higher configuration for better functioning of computers.

- **Description of Internet facility -** Internet facility is available through a 100 Mbps leased line from Tata Communications. This is shared on all PCs on LAN and Wi-Fi network using a Linux based proxy server.
- **Description of Wi-Fi facility -** SIOM building has Wi-Fi facility which is available for staff and students.
- **Bandwidth:** Shared with LAN (100 Mbps).
- **Equipment used:** Cisco Aironet 1300 series hotspots.
- **Hotspot speed:** 802.11b/g standard – providing 54 Mbps data rate
- **Up gradation of IT infrastructure –** Sinhgad Institute of Management upgrades the systems as per requirement of the university syllabus.
- **Application Software list –** Sinhgad Institute of Management has various applications for the students and teachers to update advance knowledge. The list is attached herewith.

File Description	Document
Any additional information	View Document

4.3.2 Student - Computer ratio

Response: 4.74

File Description	Document
Student - Computer ratio	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
<5 MBPS

5-20 MBPS

20-35 MBPS

35-50 MBPS

Response: >=50 MBPS

File Description	Document
Any additional information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

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

Response: Yes

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

4.4 Maintenance of Campus Infrastructure

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

Response: 25.5

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

2016-17	2015-16	2014-15	2013-14	2012-13
189.97	185.27	174.46	110.13	270.41

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

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

Response:

The Institute has a separate Building Maintenance Committee. This committee monitors the maintenance of infrastructure and facilities. A periodic assessment is done for maintenance requirement. Depending upon the issues, and its urgency of the work, the committee take their decision. A separate budget is allotted for this work. In addition to this, regular maintenance issues are communicated by staff, students, etc. and is attended to accordingly. The committee takes a quarterly review of all the maintenance work. It further included the functions like-

- A proper upkeep and maintenance of the buildings and maintenance of the surroundings, including parking area
- Carrying out minor repairs of furniture, electrical and sanitary fittings
- Maintenance of the roads, water tanks, garden and other services in the compound

- Ensuring safety and security

Equipment and Computer Maintenance Committee

The Institute has a dedicated in-house technical staff to carry out the maintenance and ensure working condition of the equipment and computer facilities of the institution. Every lab has a lab attendant who looks after the computers in the respective computer lab. All other electrical and electronic equipment are maintained by the technical staff with the help of the dedicated Estate office employees.

Housekeeping Activities:-

The Institute has a supervised housekeeping activity that ensures the cleaning activities throughout the day besides the planned hourly work. Institute has dedicated housekeeping staff for each floor, department and administration officials, etc. to ensure cleanliness and related work.

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 52.09

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

2016-17	2015-16	2014-15	2013-14	2012-13
849	935	1028	967	821

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

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

Response: 0.03

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

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

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

5.1.3 Number of capability enhancement and development schemes –

1. **For competitive examinations**
2. **Career counselling**
3. **Soft skill development**
4. **Remedial coaching**
5. **Language lab**
6. **Bridge courses**
7. **Yoga and meditation**
8. **Personal Counselling**

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

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

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

Response: 87.12

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

2016-17	2015-16	2014-15	2013-14	2012-13
1776	1871	1858	1631	986

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	

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

Response: 43.54

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

2016-17	2015-16	2014-15	2013-14	2012-13
965	842	797	800	566

File Description	Document
Details of the students benifitted by VET	

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

Response: Yes

File Description	Document
Details of student grievances including sexual harassment and ragging cases	
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	

5.2 Student Progression

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

Response: 82.81

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

2016-17	2015-16	2014-15	2013-14	2012-13
624	876	891	686	466

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

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

Response: 0.41

5.2.2.1 Number of outgoing students progressing to higher education

Response: 3

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

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: NET/SLET/GATE/ GMAT/CAT, GRE/ TOFEL/ Civil Services/State government examinations)

Response: 80

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

2016-17	2015-16	2014-15	2013-14	2012-13
7	0	2	1	4

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

2016-17	2015-16	2014-15	2013-14	2012-13
7	1	2	1	4

File Description	Document
Upload supporting data for the same	
Number of students qualifying in state/ national/ international level examinations during the last five years	
Any additional information	

5.3 Student Participation and Activities

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

Response: 131

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

2016-17	2015-16	2014-15	2013-14	2012-13
23	28	19	34	27

File Description	Document
Any additional information	
e-copies of award letters and certificates	
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	

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

Response:

Internal Quality Assurance Committee: The IQAC committee initiates, plans and supervises various activities, necessary to increase the quality of the education imparted in our college. It mainly consists of faculty members and student opinion is taken in the form of student feedback to ensure quality learning.

Sinhgad Student Council (SSC): This council provides a platform for students to support, share and excel in potential qualities. This association includes various clubs. SIOM students are members of Management Club. It comprises of Finance, HR, Marketing and so on.

Shrujan: Entrepreneur *'Start-up'* Cell: *'Shrujan'* attempts to incline students towards being self-employed by creating budding entrepreneurs through various activities such as idea grooming and screening workshops, funding of ideas and incubation.

Publication Committee: The magazine committee of the Institution, constituting of faculty and students, documents the events, activities, and achievements. Student magazine IMPACT, SIOM Newsletter, CONSTRUCT and EXPLORE are the various publications of the college.

OBC Committee: This committee is formed for overseeing the implementation of the recommendations of the OBC Category. This committee comprises teaching faculty, administrators and student representatives.

Minority Committee: The institute has set up a Minority Committee, which regularly collects and inspects work, documents and records in order to gather information about the institute and provide this information wherever necessary.

Committee SC/ST: The Committee takes care of SC/ST students with respect to solve any problem and any issues experienced by the students in the institute. The Institute has constituted SC/ST Cell with the faculty and students as members.

Student Counseling Committee: Every faculty member of the Institute is attached with 20 students and take care of academic-related counselling and also monitor the attendance and academic progress of the students. They also maintain contacts with the parents of the students.

Internal Complaint Committee: SIOM provides a safe working environment, organizes regular workshops, awareness programs and displays order constituting the Internal Complaints Committee and regularly follows its working.

Library Advisory Committee: All through the years the College has been striving to equip and strengthen the library with books, journals and other resources. In order to improve the library service to the teachers and students, the Library Advisory Committee is set up.

Anti-ragging Committee: It is formed for overseeing the implementation of the recommendations of the Anti-ragging verdict. This committee comprises teaching faculty, administrators and student representatives.

Grievance Redressal Committee (GRC): The GRC is indented to find solutions for problems like complaints regarding the classroom management, completion of syllabus, teaching methods etc. The grievance redressal cell holds meetings periodically and takes steps to address the grievance.

Prevention of Sexual Harassment Committee (PSHC): Sinhgad Institute of Management is committed to creating and maintaining an environment, free of all forms of gender violence, sexual harassment, and discrimination on the basis of sex/gender and for this, Institute has constituted a committee called "Prevention of Sexual Harassment Committee."

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

Response: 39.2

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

2016-17	2015-16	2014-15	2013-14	2012-13
46	62	27	27	34

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

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

Response:

SIOMITE

Alumni Association of Sinhgad Institute of Management, Pune

SIOMITE – Alumni Association of Sinhgad Institute of Management, is a registered association of Sinhgad Institute of Management (SIOM) graduates since 2003. The purpose of the association is to foster a spirit of loyalty and to promote the general welfare of SIOM.

The association plays an important role in helping to shape the future of our SIOM. Alumni are often in the position to engage the expertise of the institution in their professional lives. *"Our alumni are our ambassadors in the national and international arena".*

Role and need of SIOMITE

The role of the Association has always been to keep alumni in touch with each other and with the institute to nurture present students. It has achieved this aim by the individual efforts and initiatives of its elected officers, by organizing an annual meet and by sharing the experiences, guidance and helping in enhancing the employability skills on time to time basis.

The interactions between the Alumni and the present students give a chance for both the parties to develop

positive synergies to enhance growth. Every year the annual Alumni Meet provides a platform for the students to renew old bonds with the Alma-mater, foster new ties and relive the nostalgic college moments.

Following are the Non-financial contribution done by the Alumni Association:

1. Organized Industry Experts sessions
2. Experiences sharing/Guest Lectures by Alumni
3. Specialization wise meets – Marketing, Finance, HR, Computer Applications, IB, Operations etc.
4. Summer Project placement as well as software projects
5. Help in final placement
6. Witnessing the progress and development of the institute through their contacts
7. Forming chain of network with alumni in rest part of the world
8. Bridging the gap between various partners for social, sport and society at large
9. Build social networks etc.

Further, the flagship of Alumni Mentorship Programme is undertaken on regular basis:

The program has a broad objective to help the students in preparing for the transition from Campus to Corporate in more smoother and effective manner.

The process of Alumni Mentorship Programme is as under:

1. Each Alumni takes up mentorship of few students belonging to the same domain as his (Marketing/Finance/HR/ Operations, SCM /IT, Computer Applications, Systems/International Business)
2. Students can observe/work on live Projects for the duration of weeks' time or 10 days.
3. Depending on availability and convenience of Alumni, student can spend an entire week with Alumni
4. The frequency of the meeting between student and Alumni depends entirely on Alumni and nature of assignments.
5. Through students, Alumni can get some of their small projects/assignments for which they can't devote much of their time or resources.
6. After returning from 1-week Alumni Mentorship, students make a report on the same and make a presentation on it.

5.4.2 Alumni contribution during the last five years
<1 Lakh

1 Lakh - 3 Lakhs

3 Lakhs - 4 Lakhs

4 Lakhs - 5 Lakhs

Response: <1 Lakh

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

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

Response: 69

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

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

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

VISION

SIOM is a synonym for credibility on a global scale where 'excellence in learning is:

- Facilitated by holistic value-based approach,
- Guided by competent faculty
- Backed by world-class information technology and infrastructure
- Enriched by viable research

-"to nurture the student into a cultured business leader contributing to society and life at large".

Mission Statement

Holistic development of students and teachers is what we believe in and work for. We strive to achieve this by imbibing a unique value system, transparent work culture, excellent academic and physical environment conducive to learning, creativity and technology transfer. Our mandate is to generate, preserve and share knowledge for developing a vibrant society.

SIOM Quality Policy

SIOM aims at achieving Excellence in Management Education with recognition at a National & International level. To achieve this, we at SIOM, stand committed to

- Provide excellent infrastructure and quality technology interface to students and Faculty
- Employ competent faculty, further supported by exposing students to well-qualified speakers from industry and academics
- Promote industry, faculty and student interaction through pioneering joint projects with Industry and Government bodies
- Enrich research activities through organized research and development initiatives like Executive Education and Management Development Programs

SIOM will continue to upgrade its systems and process to facilitate its core purpose of **"Nurturing Business Leaders"**

SIOM CORE PURPOSE

NURTURING BUSINESS LEADERS AND TECHNOCRATS

The values inculcated are as follows:

- TEAM: One Team One Dream
- INTEGRITY: Do what you say
- SELF – BELIEF: If you think you CAN, you can
- PASSION: Energy in action
- EXCELLENCE: Be the best
- INNOVATION: Effectively different

Sinhgad Technical Education Society (STES) was established in the year 1993 with an objective to provide quality education from school to post graduation programme.

The Director plays a key role in communication between top management and staff. Faculty carries out the policies and plans in an alignment with management's vision and goals.

The institute has a policy of "Striving for Excellence" in academics as well as co-curricular and extra-curricular activities. We provide a platform such as SPECTRUM and TECH-DRILL to showcase the talent and the skill of the student. STES organizes an event **SINHGAD KARANDAK** for inter and intra-college.

Alumni cell provides an appropriate interface between alma-maters and industries for curriculum development, student projects and MoUs and recommendation based employment. To monitor and evaluate policies and plans of the institution-

1. The LMC meets twice in a year. In the Governing body meetings, implementation and improvement of policies are discussed and corrective actions are suggested. The reviews of meetings are conveyed to the staff by the Director.

2. Cluster Heads communicate the plans and policies to faculties. Faculty plays an important role for smooth conduction of academic functions apart from their regular role as a teacher.

3. To monitor and evaluate policies and plans, faculties always become the centre of concern.

- Academic evaluations of students are done with the help of periodic examinations.
- Faculties take a lead in arranging guest sessions, seminars and workshops for overall development of students.

6.1.2 The institution practices decentralization and participative management

Response:

In order to achieve the desired academic performance, the leadership responsibilities are divided at **central**, **institutional and departmental level.**

Institute always focuses on creating a research-oriented culture to boost the research activities.

All the staff members are involved in all the activities in College. Students are encouraged to participate in

various co-curricular and extracurricular activities. Apart from institutional work like examination, industry interaction, training and placement, projects etc. Faculties also work for the university as subject chairman, paper setter, evaluator, etc. The faculty is also involved in various committees of seminars, conferences, and workshops, students training programs, etc.

Management firmly believes that the development of the institute and a complete understanding of its potential are achievable only by identifying and preparing leaders. The method used for creating leaders at different levels is described below.

Every faculty is given complete freedom to identify their best potential by providing them equal opportunities. They are always motivated and encouraged for enhancing their qualification along with skill updating. All the staff members are involved in all the activities in the College. The senior staff members are appointed as conveners of various committees and are given full autonomy in decision making.

Institute has performance appraisal system to identify the hard work done by staff. Based on their performance, the staff is promoted to higher positions.

Students are encouraged to participate in various co-curricular and extracurricular activities. On the previous academic performance and leadership capabilities, students are selected as Class representatives as well as heads of various activities. On successful completion of a task, they are given an opportunity to work with Student Council activities to meet challenges within the stipulated time.

The policy of institute to create leaders enables it to delegate authority and provide operational autonomy to the departments of the institution. The management gives sufficient freedom to the Director, who functions as academic head of the institution in order to fulfil the vision and mission of the institution. Academic responsibilities are fairly divided among all the staff members.

This ensures transparency in policy execution. The responsibilities are communicated to the faculty members through regular staff meetings. Various co-curricular and extra-curricular activities are conducted through student committees having a faculty-in-charge. The Director of the college holds regular meetings with the teaching and non-teaching staff. In these meetings, various issues are taken up for discussion before arriving at a final decision to monitor the functioning of the various activities at the department level. As director is the head of the institute, hence and coordinators report the status of all these activities to him on day to day basis or as and when required represents the functional committee indicating task assigned to develop leadership qualities of the faculties.

6.2 Strategy Development and Deployment

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

Response:

SIOM: 'Strategy for Success and its path'
Strategy 1: IMPROVE MANAGEMENT EDUCATION
Plan #1: Provide students with an excellent management education

- World class cases from Harvard Publishing are mapped with current University subjects.

Plan #2: To be nationally recognized for management education and innovation

- Development and conduction of Students Training Program, to develop recruitment ready students.

Plan #3: Nurture high-achieving students who will succeed in a diverse global professional environment.

- Students are given an opportunity to undertake Bloomberg certification to compete with world-renowned management institutes.

Plan #4: Foster an Environment Focused on Student Success.

- Along with University approved subjects, additional training/course for development of students.

Plan #5: Enhance recruitment and selection of students in companies of repute.

- Development of Central Placement Cell for better career opportunities for the students

Plan #6: Prepare students for thriving research careers in academia and industry.

- Constant encouragement provided to students to undertake research and participate in research conferences etc.

Plan #7: Enhance student engagement in entrepreneurship.

- Establishment and development of entrepreneurship & incubation cell 'SHRUJAN'

Strategy 2: IMPROVE FACULTY DEVELOPMENT AND REPUTATION
Plan #1: Build a community of a diverse group of faculty that will inspire, educate, and mentor future graduates so that they may succeed in a diverse global professional environment.

- Availability of experienced faculty with knowledge of diverse fields of management.

Plan #2: Promote an organizational environment that values development, diversity and growth opportunities for all employees.

- Adequate faculty number, representing Assistant Professors, Associate Professors and Professors. With equal opportunity for every faculty to grow

Plan #3: Foster development opportunities that enhance knowledge, develop skills and enrich the organization.

- Faculty given opportunity to attend various FDP's and other programs conducted by IIM's, IIT's and other reputed institutes.

Plan #4: Provide individuals and the organization with the resources to respond efficiently and effectively to current and future demands for service.

- All necessary modern teaching aids required by a faculty to efficiently and effectively teach the students.

Strategy 3: IMPROVE RESEARCH AND SCHOLARSHIP

Plan #1: Enhance ability to create and define research directions.

* Conduction of training programs for the betterment of research, like coursework for Organizational Management under SPPU.

Plan #2: Enhance research infrastructure and opportunity.

* Dedicated Research cell with adequate manpower for smooth conduction of Research.

Plan #3: Enhance and promote multidisciplinary research and collaboration.

* Encouragement to participate in University and Private bodies sponsored research programs

Plan #4: Ensure adaptability to changes in research opportunities.

* Conduction of conferences, with an intention to bring awareness regarding the current trends in research and also to bring about a discussion about the same.

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

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

An Organogram of the institution is

6.2.3 Implementation of e-governance in areas of operation: 1.Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5.Examination

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: B. Any 4 of the above

File Description	Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document
ERP Document	View Document
Screen shots of user interfaces	View Document

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

Response:

The Local Managing Committee and Governing Body are the final approving bodies. The various committees for internal coordination and monitoring are:

1. Internal Quality Assurance Committee: The IQAC committee initiates, plans and supervises various activities that are necessary to increase the quality of the education imparted in our college. The committee mainly consists of faculty members and student opinion is also taken in the form of student feedback to ensure quality learning.

2. Committee SC/ST: The Committee will take care of SC/ST students with respect to -   solve any problems occurred during their educational career and any issues relating to discrimination experienced by the students in the institute.

3. Minority Committee: The institute has set up a **Minority** Committee, which regularly collects and inspects work, documents and records in order to gather information about the institute and provide this information wherever necessary.

4. Grievance Redressal Committee (GRC): The GRC is indented to find solutions for problems like complaints regarding classroom teaching – classroom management, completion of syllabus, teaching methods etc, if and when they arise.

5.Internal Complaint Committee: Every employer must provide a safe working environment, organize regular workshops and awareness programs and display order constituting the Internal Complaints Committee at a conspicuous place.

6. Anti-Ragging Committee is formed for overseeing the implementation of the recommendations of the Anti-ragging Verdict. This committee comprises teaching faculty, administrators, and student representatives.

7. OBC Committee is formed for overseeing the implementation of the recommendations of the OBC Category. This committee comprises teaching faculty, administrators, and student representatives.

8. Prevention of Sexual Harassment Committee (PSHC): SIOM is committed to creating and maintaining an environment which is free of all forms of gender violence, sexual harassment, and

discrimination on the basis of sex/gender. And for this, Institute has constituted committee called "Prevention of Sexual Harassment Committee at the Workplace."

9. **Library Advisory Committee:** All through the years, the College has been striving to equip and strengthen the library with books, journals and other resources. In order to improve the library service to the teachers and students, the Library Advisory Committee is set up.

10. **Student Counseling Committee:** It is the responsibility of the institute to serve the students in effective and efficient manner. Every faculty member of the Institute is attached with 20 students and take care of the academic-related counselling.

11. **Shrujan: Entrepreneur '*Start-up*' Cell**: '*Shrujan'* shall make attempts at inclining students towards being self-sufficient by harnessing and creating budding entrepreneurs through various activities, workshops, and experiential learning.

12. **Publication Committee:** The magazine committee of the Institution, constituting faculty and students, documents the events, activities, and achievements in their regular editions. Student magazine IMPACT, SIOM Newsletter, CONSTRUCT and EXPLORE are the various publications of the college.

13. **Sinhgad Student Council (SSC):** It is an association with a perfect blend of clubs to produce competent students to face the newer challenges of today's globalized world through holistic development. This council provides a platform for students to support, share and excel in potential qualities.

6.3 Faculty Empowerment Strategies

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

Response:

Employee welfare means anything done for the comfort and improvement, intellectual or social, of the employees over and above the wages paid which is not a necessity of the organization. Employee welfare includes various services, facilities and amenities provided to employees for their betterment.

The institution has implemented several welfare schemes that include:

1. Group insurance scheme.
2. Accidental insurance.
3. Staff quarters.
4. Free medical treatment.
5. Vacation leave, Maternity leave (180 days) benefits to both teaching and nonteaching staff
6. Employee Provident Fund (EPF) and gratuity to both teaching and nonteaching staff as per the government and university rules.
7. Salary is directly credited to the employee bank account.
8. Concessional transport facility to students.
9. ATM facility within the Campus.
10. Encouragement to pursue Ph.D. programme to attain further enhancement in their professional

development.

11. Faculties are encouraged to become members of Academic, Professional Bodies and Associations.
12. Reimbursement of expenses to the staff members to attend and present research papers at the conferences.
13. The teaching staff is encouraged to undergo industry training and Faculty Development Programs, Workshops, etc conducted by experts in the respective fields.
14. The institution encourages the faculty to apply for patents with all financial emoluments.
15. Non-teaching staff is motivated to do their part-time higher studies.
16. Organizes training for non-teaching staff to upgrade their skill through teaching staff/outside experts.

The Benefits of the employee welfare are:

- It facilitates to improve loyalty and morale of the employees.
- It reduces employee turnover and absenteeism
- It assists to improve the goodwill and public image of the enterprise.
- It helps to improve employee productivity.
- It assists in research and development for innovation and intellectual exposition with appropriate recognition from desired regulatory bodies.

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

Response: 85.63

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

2016-17	2015-16	2014-15	2013-14	2012-13
129	128	106	120	75

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

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

Response: 6

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

2016-17	2015-16	2014-15	2013-14	2012-13
7	6	10	2	5

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Reports of Academic Staff College or similar centers	View Document

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

Response: 27.29

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

2016-17	2015-16	2014-15	2013-14	2012-13
130	11	4	5	30

File Description	Document
Details of teachers attending professional development programs during the last five years	View Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	View Document

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

Response:

Annual self-assessment for the performance-based appraisal is a structured procedure adopted by the institute.Institute has its own performance appraisal system (PAS). Performance of the faculties is regularly monitored by the concerned authority.

The information includes-following parameter for their assessment:

- General information and academic background
- FDP / continuing education programs / industrial training etc. Attended.
- Research contribution in terms of projects.
- Publications and guidance to students.
- Awards/rewards obtained.
- Seminar / workshop / conference, seminar / workshops / conferences / courses conducted/participated.
- Consultancy work or externally funded research projects undertaken.
- Research publications, books published.
- Membership of associations/professional bodies.
- Industrial liaison and patents obtained.
- Guest lectures given as an expert.
- Projects, entrepreneurship and job creation, contribution to the benefits of students and institute.
- Result performance of subject, contribution towards extra-curricular and co-curricular activities
- Specific duties/tasks assigned by HODs, execution of exam duties assigned by the university
- Weakness in teaching through students'feedback, participation in departmental activities, institutional activities, co-curricular activities, community service and extension activities.

It is ensured that information on multiple activities is appropriately captured.

The Performance Appraisal Forms (PAF) is submitted to the AMC which is also the review committee. If the performance of the faculty is up to the mark then that faculty is appreciated by giving Appreciation Letter else the faculty is counselled by the AMC members, Directors/ HOD and fair opportunity for improvement are provided. Performance of the non-teaching staff is monitored by the registrar. Duties are assigned to them by the registrar. Their assessment will be done on quality of accuracy, general intelligence, capacity, reliability, honesty, dependability, punctuality etc;

All the teaching and non-teaching staff get the appropriate treatment from the Director as well as from the management. There is a culture in the institute where anyone can put his / her opinion in front of the others which mutual respect and attracts good staff.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Institute implements two level audit mechanisms as follows

1) Internal audit

2) Statutory (External) audit

Being a Society as per the provisions of Societies Registration Act, the accounts of the institute are required to be audited by a Chartered Accountant. The last External Audit was done for the year ended on 31st March 2017.

In addition to the External Audit conducted by the Chartered Accountant, the Central Office of the Society conducts the internal audit of the Institute. It ensures the proper internal control on the activities carried out by the Institute.

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

Response: 21

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

2016-17	2015-16	2014-15	2013-14	2012-13
5	5	5	3	3

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

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

Response:

The institute has a well-defined procedure to monitor effective and efficient utilization of available resources for infrastructure, development and teaching-learning process. The financial resolutions of the institute are monitored and recommended by campus committee members. Finally, there are trustees of the society who approve and may guide with regard to the financial transaction of the institute. In addition to this, the account of each financial year of the institute is audited by a chartered accountant. Thus, the utilization of financial resources is monitored at several levels.

In order to ensure the effective and efficient use of the financial resources, the Institute follows the system of Budgetary Control. The Budget for the ensuing year is approved by the Central Office. The utilization of the resources is closely monitored by the comparison with the budget. Regular spending of funds passes through various sanctioning authorities within the institute. Any major spending needs the prior approval of the Central Office of the Society.

6.5 Internal Quality Assurance System

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

Response:

Since its establishment, Institute has formed Academic Monitoring Committee (AMC). AMC aims to maximize the quality outcomes of the institute in terms of Academic performance, placement scenario and Research contribution by faculty and students. This committee frames the guidelines for quality assurance in all the aspects of institutional activities such as academics, administration as well as student welfare. The following are the main Functions of AMC:

- Formulate and development of quality parameters and benchmarks for the academic and administrative activities of the institution.
- Creation of a student-centric environment encouraging to quality education and faculty empowerment to adopt the required knowledge and technology for participatory teaching and learning process. Acquiring feedback from stakeholders on quality parameters
- Suggest remedial actions/ plans for improving academic and administrative activities of the institution.
- Propagation of information of expected quality in education systems by AICTE/ UGC/ DTE/ SITE/SIOM
- Document verification of quality parameters/activities leading to quality improvement.
- Develop and execute performance appraisal mechanism of the faculty.
- Intensely monitoring the academic process and execution of teaching plan, taking corrective measures.
- Evaluating the online student's feedback and takes the required corrective measures.
- Provision of the support in the implementation of all the academic policies.

Quality Initiative by AMC:

Continuous Evaluation System(CES) at Institute level:

CES is one of the most important criteria of the internal assessment at institute level for assessment of students. Faculties are informed about the standard internal evaluation process of the theory & practical subjects. Continuous evaluation system comprises of Mid-term examination, Open Book Tests, Project Presentation, Small Group Activity(Case Study, Group presentation, Group Discussion etc. Subject wise project presentation and submission for each class are conducted by the subject teacher, to increase the knowledge of a subject and enhance the practical exposure. Marks obtained in all evaluation parameters are collated and communicated to the students by the subject teacher as well as the class teacher. By this practice Institute gives an opportunity to students to improvise their performances.

The cell implements and monitors Quality Assurance as per the policy framed by the director and the institution, which includes following assessment parameters:

- Teaching-Learning process.
- Teaching plan and Course delivery.
- Con-current Evaluation pattern semester wise.
- Student's attendance and Feedback.
- Result analysis.
- Research activity and its outcome.

Students' Training Programme:

The **Students' Training Programme** (STP) which aims at the all-round development of students is conducted over and above the regular curriculum. In weekly time-table, a four-hour slot is added for STP. The program is conducted throughout the course. Skill training includes soft skills, technical aptitude, GD/PI skills and advanced technologies, case studies etc.

IQAC has recently been constituted from 21/08/2017 in accordance with AMC. The primary aim of the IQAC is to develop a system for conscious, consistent, and catalytic action to improve the academic and administrative performance of the institution. It has been collectively decided by the members of IQAC to apply to NAAC for assessment and accreditation of the institute.

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

Response:

At the institute-level, AMC is responsible for monitoring day to day academic calendar. Result analysis of every subject is made and compared with previous years result. Measures are taken to improvise the results. The quality of teaching-learning is monitored, evaluated and maintained at the department level, institute level as well as management level.

Following processes are carried out to ensure the quality –

- Periodical online feedback from students.
- Evaluation of feedback and counselling of faculty by Director/AMC member
- Audit committee evaluates the course file of individual faculty which contain study material, assignments, question bank, previous question papers etc.

The head of the Institute issues the faculty letters which comprises of their portfolios, job description and targets in terms of research publications and projects. Annually the AMC committee reviews the performance of each and every faculty on the basis of the task allotted to them and identifies the gaps (if any).

The institute has developed a manual which enlists some of the functional areas requiring vital contributions from the Class Coordinator (CC), Cluster Head (CH) and Subject Faculty (SF). It also contains some standard formats which may be found useful for class coordination and conduction. This manual is considered as a point of reference for all teaching staff so as to understand their roles and function as a team for the holistic development of students.

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

Response: 7.2

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

2016-17	2015-16	2014-15	2013-14	2012-13
14	8	8	1	5

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

6.5.4 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
2. **Academic Administrative Audit (AAA) and initiation of follow up action**
3. **Participation in NIRF**
4. **ISO Certification**
5. **NBA or any other quality audit**

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

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

6.5.5 Incremental improvements made during the preceding five years *(in case of first cycle)* Post accreditation quality initiatives *(second and subsequent cycles)*

Response:

As per the guidelines and reforms made by AMC (Academic Monitoring Committee) at institute level

following improvements are observed:

- The overall ratio of placement has improved since last few years after implementing STP which comprises of training sessions, competitions, technology workshops and Harvard Business School Publishing case study sessions.
- The academic results of all the students have significantly improved. The various new teaching pedagogy methods and high academic and industry linkage with various organizations of national and international repute such as Harvard, Bloomberg, NISM, AIMS, Alborg University, and European Universities made our students very updated and ready for industry.
- Over the period our students have been learning through summer internship project (SIP), dissertation and projects.Participative training is imparted through management and technical games, such as Opex (case study), Panache (Best manager), The Big Idea (Business plan), Trail Blazer (Ad Making), CodeBattel, Mission SQL, E-Hacker, Blind C, C++ Fest etc. to get a feel of decision making.
- The research outcome of faculty members has improved in terms of Ph.D., research paper publication and research projects undertaken. Faculty of the Institute has published books and proceedings based on research work. The institution is acclaimed for its research as is reflected by metrics such as citation index, impact factor, h-index, SNIP, SJR, etc. Every year 2 to 4 seminars/conferences/workshops are undertaken at state, national and international Level by involving industry experts to create the industry-institute interface.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 17

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

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

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

7.1.2

1. **Institution shows gender sensitivity in providing facilities such as:**
     1. **Safety and Security**
     2. **Counselling**
     3. **Common Room**

Response:

(a) Safety and Security:

At Institute Level: SIOM is a Co-ed institute, promoting openness, maintaining quality and dignity despite the uniqueness of both genders, by creating awareness to adapt to each other's behaviour and attitude. We see to it that appropriate security measures are deployed to ensure that our students and staff are as free as possible from any threats to their safety or well-being.

SIOM building and the campus in and around the building is under CCTV surveillance round the clock and guarded by security guards. To prevent any type of offence and crime, security guards are deployed round the clock.

We have committees for safety and security of the students in SIOM like **Sexual Harassment Committee**, **Anti-Ragging Committee and Women Cell.**

At Campus Level: Institute has dedicated girls' hostels, girls mess, boys' hostels, boys mess with

security measures like CCTV cameras and guards. Ladies hostels are under the supervision of lady wardens and rectors. Institute has intensive security arrangements even in hostels under the guidance of estate office. We have our own on-campus ambulance and clinic facilities. Extra laboratory timings are allowed only for boy students.

Our students and employees can access the academic, recreational, and administrative facilities on campus by a well-defined procedure and process. Access to the internal infrastructure like Conference hall, Seminar Hall can be allocated only after registration in the muster.

Access to cultural and recreational facilities for events on campus is allowed to institutes by assuring the authenticity of guests and students by issuing event passes, student registration cards, identity cards for all students, teaching and non-teaching staff members which are randomly checked especially during an activity or an event. We seek and respond to police advice from time to time.

b) Counseling:

We have a practice of allocating a mentor to a group of students and have counselling and mentoring sessions held regularly in every semester to help the students deal with day to day problems, issues and crises. Some of the common problems in studies like lack of concentration, inattentiveness, absenteeism, exam fear, adjustments, decision making, self-confidence, self-esteem, self-worth, assertiveness, anxiety, and extreme fears are tackled by respective faculty mentors. For any major issues and problem, students are referred to SKN hospital. Various activities like one to one and group counselling, workshops, training and seminars are designed to help the students to get awareness, learn coping skills and all around development towards positive mental health.

c) Common Room:

In the Institute we have separate Girls' Common Room and Boys' Common Room which are, not only a common place for students to hold meetings, study, or relax, but also to plan for any students activities and showcase their creativity. Common rooms are spacious and airy. Magazines and newspapers are also arranged there for the recreation of students. There are display boards where the students display notices as well as publish wall magazines to express their thoughts in various forms, like drawing and painting, poems, stories etc.

7.1.3 Alternate Energy initiatives such as:

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

Response: 45.22

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

Response: 120000

7.1.3.2 Total annual power requirement (in KWH)
Response: 265360

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

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 10.41

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)
Response: 4408

7.1.4.2 Annual lighting power requirement (in KWH)
Response: 42351.36

File Description	Document
Details of lighting power requirements met through LED bulbs	[View Document](#)

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

Response:

Waste Management practices: The waste management practices are centralized and maintained at the society level. At STES standardized Waste Management Practices for Solid, Liquid and E-Waste are carried out.

Solid Waste Management:

College does not produce any hazardous waste. However, some safety measures are always taken as regular practices. Solid waste generated due to plastic are separated out on a daily basis. Students and Faculty members have organized an activity of "Plastic-Free SIOM" frequently.

Liquid Waste Management:

STES has purchased a sewage treatment plant worth Rs. 7, 84,966/- for the campus. All waste water-lines and drainage systems are connected to a Sewage Treatment Plant, having a capacity of treating 4 lac

litre of water per day.Sewage Treatment Plant is used for liquid waste management. Organic Waste Converter (OWC-130) is an easy-to-use Decentralized Waste Management System having 50 kg waste batch size which is used to turn large amounts of organic waste into compost within 15 minutes. It includes double curing system having the capacity of 200 kg organic waste per day which uses a moisture control fogging system to maintain perfect moisture.

Acids are also purchased in limited amount only as per the requirement to reduce extra chemical waste produced by labs. Liquid chemical wastes generated in the chemistry laboratory are diluted/ neutralized and then discharged. Workshop scraps are either sold or reused according to requirement instead of dumping in the campus.

E-Waste Management:

Electronic components and electronic gadgets and accessories which cannot be used are often sold as scrap to vendors periodically at the central level. An e-waste collection drop box for collecting small-sized electronic waste has been stationed at several places in the central corridor of the main building. Students and staff deposit used e-waste into it.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Rain Water Harvesting:

SIOM effectively contributes towards "World Cause" of preserving and nurturing natural resources that are becoming costly day by day. The foremost of such an endeavour is the 'Rain-Water Harvesting'. SIOM not only intends to produce professionals efficient in their respective domain, but also thrives to groom its students to become responsible "Global Citizens".

The students' clusters take up various social themes to promote social awareness and assist resolving social causes. Another initiative taken up is the "Save Water" program, wherein a poster competition highlighting various means and avenues of saving water was conducted. Students got motivated through interactions with NGOs serving the cause and went on educating residents about the importance of saving water in general and rain-water harvesting in particular. It is imperative to mention here that such a noble cause gets apt infrastructural assistance at SIOM.

SIOM follows an easy yet effective technique of rain-water harvesting, wherein, the rain water, self-collected on roof-tops of institute's buildings, flows through water pipes into tanks beneath the earth's surface. The rain water thus collected gets utilized for cleaning wash rooms, watering the garden and trees thus assisting in making campus of SIOM lush green.

7.1.7 Green Practices
• **Students, staff using**
a) **Bicycles**

b) **Public Transport**
c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Green Practices at SIOM: Rising pollution is another grave concern the world is exposed to. Students and staff members of SIOM follow various green practices to contribute towards this cause. Apart from practices like "Car - Pool" and "Ban the Bulb" the students and staff members use city buses of municipal transport whenever possible for environment friendly commuting.

Water Recycling using Sewage Treatment Plant and use of solar panels are two of the most important green practices at society and SIOM level. STES reserves apt budget for taking green initiatives in the entire campus and not only in SIOM.

Building a "paperless system" is an initiative of SIOM staff, facilitated through GEMS ERP which considerably reduces the use of paper to the near essential. Students' Earth Cell of SIOM conducts initiatives like plastic, e-waste collection and recycling which needs a special mention. SIOM has a well developed, well nurtured green landscape which makes it distinct and unique. There are hundreds of cultivated trees which also includes some with medicinal properties.

The gardens and planted areas of SIOM are well maintained with the help of external agencies. Special drives like Tree Plantation make surroundings of SIOM more attractive, irresistible yet peaceful.

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

Response: 0.27

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

2016-17	2015-16	2014-15	2013-14	2012-13
7.84	4.8	0	0	0

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

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

      1.Physical facilities

      2.Provision for lift

      3.Ramp / Rails

      4.Braille Software/facilities

      5.Rest Rooms

      6.Scribes for examination

      7.Special skill development for differently abled students

      8.Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: B. At least 6 of the above

File Description	Document
Resources available in the institution for Divyangjan	[View Document](#)

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

Response: 29

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

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

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

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

Response: 25

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

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

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

7.1.12
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

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

7.1.13 Display of core values in the institution and on its website

Response: Yes

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

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

Response: Yes

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

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7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

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

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

Response: Yes

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

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

Response: 7

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

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

Response:

Year	Sl.No	Title of the programme/Activity	Duration (from-to)	Number of participants
2016	1	Sardar Vallbh Bhai Patel Jayanti : "National Unity Day "	31/10/2016	140

	1	Karmaveer Jayanti	22/09/2016	86
	1	Dr. Sarv Palli Radhkrushan Birth Anniversary	5/9/2016	80
	1	Rajeev Gandhi Birth anniversary"Sadbhavana Divas"	19/08/2016	100
2015	1	Sardar Vallbh Bhai Patel Jayanti : "National Unity Day "	31/10/2015	120
	1	Karmaveer Jayanti	22/09/2015	50
	1	Dr. Sarv Palli Radhkrushan Birth Anniversary	5/9/2015	65
	1	Rajeev Gandhi Birth anniversary"Sadbhavana Divas"	20/08/2015	78
2014	1	Sardar Vallbh Bhai Patel Jayanti : "National Unity Day "	31/10/2014	52
	1	Karmaveer Jayanti	22/09/2014	80
	1	Dr. Sarv Palli Radhkrushan Birth Anniversary	5/9/2014	63
	1	Rajeev Gandhi Birth anniversary"Sadbhavana Divas"	20/08/2014	42
2013	1	Karmaveer Jayanti Celebration	23/09/2013	42
2012	1	Karmaveer Jayanti Celebration	22/09/2012	32

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

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

Response:

We at SIOM follow standardized method and practices in all working verticals like Financial, Administrative and in Auxiliary Functions.

Financial Transparency: Every financial year ends with two types of audits. Internal audit is conducted at institute level followed by a thorough and critical audit by an external firm of Chartered Accountants. SIOM accepts online payments. We use Tally software for all financial transactions.

Administrative Transparency: Local Monitoring Committee, Institutional Governing Body and AICTE visit ensure about the administrative transparency along with internal administrative track record which is

time to time conducted by the Director. Separate audits for service records are carried out.

Auxiliary Functions: Prominent auxiliary functions at SIOM include Staff Attendance Monitoring system and Stationary Requirement Management. Along with the physical muster, we have biometric machine incorporated in SIOM for daily attendance monitoring. An incoming and outgoing report is generated on regular basis for the administrative check. In case of late coming to the staff is notified and if required his or her personal punching records can be shared for the right furthering of the same. Stationary requirements by faculty members are also systematically collected and processed.

7.2 Best Practices

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

Response:

Best Practice 1: Student Training Programme (STP)

STP program was designed at SIOM after considering the views of industry, faculty, placement officers and students. It includes parameters like language skills, mathematical & logical aptitude, GD, PI, quiz competitions, presentation skills, Harvard cases, technical training and technical interviews. STP is a part of regular timetable and dedicated faculty coordinators manage the execution. Some activities like PESTEL quiz are to be completed on the individual basis; while some activities like role-plays & Harvard cases are performed in groups. STP programme is evolving each year in terms of structure and delivery. Since 2017 STP program covers AMCAT examination.

The STP programme helps the students for:

   1) Making them remain updated about current affairs,

   2) Quick calculations & logical thinking,

   3) Soft skills like Spoken English, team-work, creativity, competitive spirit and capacity to take failures in right spirit.

    4) HBSP cases are based on some real-life situation; so the students get exposure to the corporate world.

Feedback:

Our alumni Mr. Harshad Solanki, (SG Analytics Pvt. Ltd.) says that STP programme helped him in building analytical skills; Ms. Sakshi Mahant, (India Nivesh Securities Ltd.) says that it helped her in building soft skills like teamwork, communication and leadership. Mr. Pratik Sapate, (Tax Consultant at Deloitte) mentioned that he is not a Commerce graduate; due to STP programme, he got a chance to clear the fundamentals and developed an aptitude for finance.

A laudable achievement: SIOM's STP programme (MBA) got an award in the AIMS WE SCHOOL competitions in 2017.

Best Practice 2: ICT based teaching, learning and evaluation process at SIOM

ICT based methodology of **teaching, learning and the evaluation was adopted in SIOM** for empowering teaching-learning process in general and for training the students on Moodle and Google Classroom for demonstrating cloud Software as Service in particular. It also intended to increase the awareness of Cloud services, to demonstrate Google Classroom and to develop ICT enabled LAN based assessment software for conductive various types of exams.

Various ICT tools like Moodle, Google classroom, **LAN Based Assessment Application** have been incorporated in this initiative.

Practice: SIOM is practicing Moodle for ICT based teaching and learning in the following ways:

- Creation and exposition of assignments.
- Submission of assignments by students and review by faculty members.
- Question bank creation.
- Test configuration and paper upload.
- Students assessment

It covers various functional modules like question bank, test creation, reports, self-registration etc to name a few.

Evidence of success:

1. ICT enabled **Online Examination and Assessment system** is developed and is in use successfully.

2. More and more positive response is received from all students. Assessment details and result sheets can be printed as the outcome of QLAR.

3. Midterm assessment is also done.

4. Mock tests are conducted based on programming languages.

5. IT Quizzes are carried out.

6. Students and Faculty members are learning the usages of Google Classroom and Moodle for various academic purposes.

7. SIOM teaching fraternity is enabling themselves in using cloud services especially SAAS.

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

7.3 Institutional Distinctiveness

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

Response:

Fresh outlook, innovative approach, deployment of newer and better techniques available in the field and zealous support by faculty members, make the academic endeavour at SIOM unique hence distinctive. SIOM thus envisages achieving credibility on global canvass by attaining excellence through learning. In this endeavour, SIOM constantly adopts and adapts various novel approaches to 'teaching and learning' and 'research and development' in particular.

The significant initiatives under the same are **'Bloomberg and Academic Interface' and 'IPR Cell'.**

A. Bloomberg and Academic Interface (2015-16)

Bloomberg terminal provides a wide spectrum of processed information which not only covers financial parameters but also varied domains like marketing and supply chain management. Accessing right information at right time and ability to further process it provides a cutting edge to prospective management practitioners.

In order to equip its students in this regard, SIOM has roped in Bloomberg in its academic deliverables.

The initiatives taken under this interface are:

1. *Students' Training on Bloomberg Terminal:* SIOM students are trained through Bloomberg Champions and subject faculties with respect to how to tap related information using Bloomberg terminal.
2. *Subject Mapped Bloomberg Based Assignment:* The committee of domain experts have mapped curriculum of Savitribai Phule Pune University with information provided by Bloomberg intelligence. Bloomberg based assignments are formulated for the subjects mapped, which is one of the parameters for concurrent evaluation.
3. *Bloomberg Championship Programme:* Students of SIOM undergo a rigorous selection process to qualify for 'Bloomberg Championship Programme' and gain further expertise through training, assignments and evaluations by Bloomberg experts. It is imperative to mention here that the champions of the year 2015-16 *Mr Aishwarya Bhutada and Ms Madhura Mehendale secured first and the second rank respectively in the first Asian Edition of the Bloomberg Championship programme*, amongst the sixty-eight top performers from the institutes spread across the Asian continent.
4. *Faculty Training:* SIOM faculties undergo training modules conducted by champions as well as by

experts from Bloomberg from time to time.

B. IPR Cell (2013-14)

'IPR Cell' is the extension of well-established research cell of SIOM. The initiative intends to educate faculty members as well as student community about various aspects of patents and trademarks like how to file a patent or a trademark in particular. The cell is established on July 11th, 2013. The cell is a unique blend of expert faculty members and industry experts. It assists the faculty members and students in mastering writing methodology and ultimately in publishing patents and trademarks.

Under this cell, SIOM has already published a patent on *'Green Calcicom for Mathematical Calculations'* in the year 2013. The patent has been recently examined and the declaration of the same is awaited. The cell has also published a trademark (No. 2065345) for SIOM's logo in the year 2013.

The initiatives thus serve in achieving excellence through learning by way of improving academic delivery, developing logical thinking; presentation and research skills of the student participants thus facilitating the holistic development of the students in a participative environment.

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

5. CONCLUSION

Additional Information :

In the quest of attending the Institute's Mission, Sinhgad Institute of Management (SIOM) always have believed and practiced in catering to the marginalized and non-main stream population. This is evident from the fact that the composition of the faculty as well as students has been very diverse in nature, with respect to the class and ethnicity. Most of our students happen to be first generation in their family seeking higher education and belong to agrarian background. SIOM draws its faculty members from all over the country. This has helped SIOM in terms of Teaching Learning Process.

The strategic intent of SIOM has always remained in offering the Add-on/ Value addition content to its students along with the Regular University Curriculum. In an attempt to cater to this objective SIOM has signed MoU's with Bloomberg, Harvard Business School Publication (HBSP), National Institute of Securities Market (NISM), Asian Institute of Management Studies (AIMS) and Alborg University of Netherland. SIOM being located in the hub of industries area, it has leveraged in establishing various linkages with industries from various sectors like ITC, Mercedes, IBM, Capgemini, Marico and Others. In addition to sensitizing students toward their social obligation, SIOM undertakes several social out-reach programmes in association with SHG/NGO's. To facilitate the placement, SIOM initiates special efforts toward inculcating employability skills among students and further facilitates their placement through its large Alumni Network (Chapters) all over the country.

Concluding Remarks :

Institute intellectual capital plays a very important role in the holistic development of students. Hence, SIOM lays special impetus on the continuous development of faculty members. The policy related to faculty recruitment and their promotion has always been very inclusive in nature. Further faculty members are encouraged to participate in FDP's/ Conference/ Workshops on various themes and at various levels. It's specially helps faculty members in pursuing their Doctorate Programme through its dedicated SIOM Research Center.

In addition to its academic infrastructure like Central Library, the ERP system for governance and the physical infrastructure that facilitates the Teaching Learning Process, SIOM has put in special efforts in upscaling its other facilities such as boarding, lodging, banking, canteens/cafeterias, ample parking, logistic, sports and culture, etc.

To summarize, in order to establish higher standards of learning, SIOM has always and will plan, monitor and evaluate its academic and other policies on regular basis to facilitate the overall development of its faculty and students in a more inclusive manner.