



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**SINHGAD TECHNICAL EDUCATION SOCIETY'S
SINHGAD INSTITUTE OF MANAGEMENT**

S.N.44/1 VADGAON (BK.), OFF. SINHGAD ROAD, PUNE
411041

<http://siom.sinhgad.edu>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Under the inspiring direction of Prof. M.N. Navale, Founder President, Sinhgad Technical Education Society (STES) was founded in 1993 with the goal of offering high-quality education in the field of Engineering, Management, Architecture, Pharmacy, Medical Sciences, Hotel Management, Law, Science, Commerce, And Pre-Primary, Primary, and Secondary School Education. Under the auspices of STES, there are over 70 institutes that provide Ph.D., Diploma, Graduation, Post-Graduate, and School Education programs in a variety of subjects.

All the institutes are recognized by the concerned statutory authorities and they meticulously fulfill the standards and norms laid down by these statutory authorities. Every member of the STES management committee is a distinguished individual from academia or business, guiding the academic advancement of the institutes.

Sinhgad Institute of Management (SIOM) is the 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 total intake of 840 students. These courses are affiliated to Savitribai Phule Pune University and approved by AICTE. Additionally, Institute is recognized as University Research Centre since 2004. 145 students have obtained their Ph.Ds. from this centre. At present, there are 33 doctoral guides and 42 students are pursuing their Ph.Ds. from this centre.

Sinhgad Institute of Management has carved a niche for itself in the field of Management education through academic excellence and Innovative Teaching Learning Processes. The lush green Vadgaon (Bk), Pune campus with state of art infrastructure enriches the quality of student life.

Vision

SIOM is a synonym for **credibility** on a **global** scale where '**excellence** in learning' is: Facilitated by a holistic value-based approach, Guided by **competent** faculty, Backed by world-class technology & infrastructure, and Enriched by **viable research** to **nurture** the student into a **cultured business leader** contributing aptly to **society and life** at large.

Mission

The 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, and 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

- Internship and employment at reputed industry & institutes.
- Invite industry experts for guest lectures and workshops to provide real-world insights, share practical experiences and bridge the gap between theories and practice.
- Interaction between industry experts enables students to learn industry best practices and help students to develop the competencies that makes them more employable.
- Large base of alumni, strong connect with alumni and an extensive alumni network. Frequent interaction between students and alumni fosters peer learning as well as an awareness of what the industry expects of the students.
- Institute has a tradition of inviting renowned personalities from all segments for the student interaction.
- Students' holistic development is achieved by increasing student participation and engagement in extracurricular and co-curricular activities.
- Value addition programs and curriculum enrichment with the Coursera, Bloomberg & NPTEL resources.
- MOU's with Institute of National & International reputation like National Institute of Securities Market etc. Supportive management and highly qualified, dedicated faculty and staff members.
- Rigorous Academics with conducive teaching & learning environment infrastructure
- Excellent academic track record, consistently secured ranks in top 10 performers across the SPPU affiliated Institutes.
- Active engagement and involvement of faculty in SPPU syllabus revision, curriculum design, examination and assessment process and acting as Chair's and Reviewer's in National and International conferences, seminars and workshops, symposiums etc.
- Extensive faculty involvement in the SPPU's, BOS, and other various executive and academic bodies.
- A large, well-stocked central library with an extensive selection of books and journals. 24 x7 reading room facility and cafeteria attached at central library.
- Digital library and Integrated Library Management System with access to national and international e-journals.
- Have made considerable progress in institutionalizing innovation, incubation and entrepreneurial initiatives and practices.
- Well-equipped classrooms, seminar room, and auditorium along with self-contained hostel including recreational amenities.

- Student facilitation center, Medical clinic and free of cost hospital facilities.
- Recognized Ph.D research Center of SPPU.
- The presence of well-respected and accomplished in-house Ph.D. guides to enhance quality of research output and ensure adherence to academic standards.

Institutional Weakness

- To increase activities for making strong incubation and startup center.
- Need more international collaborations and linkages for the development of faculty and students.
- Increase conversion rate of high education of students for doing Ph.D.
- Increase number of faculty research paper in Scopus / UGC /High Impact Factor Journal for better accreditation grading.
- As student enrollment for competitive examination is less more motivation to be done to increase the number of students appearing for competitive examinations like MPSC / UPSC.
- To increase the number of FDP's for teaching and non – teaching staff for increasing a better sense of belonging and motivation for them.
- Though we have started with the implementation of NEP 2020, and we will work hard to achieve a full-fledged implementation of NEP 2020.

Institutional Opportunity

- Effectively utilizing the institute's enormous alumni potential as off-campus resources for the internship program and to bolster the institute's start-up operations.
- To motivate faculty members to carry out meaningful, socially conscious research by securing grants and funds from the educational trust, and also enhance publication of articles in high impact journals.
- More number of FDPs, MDP's National/International Level conferences can be conducted.
- Enhance teacher and student intellectual exchange through a robust learning management system.
- Adoption of multidisciplinary learning paradigms and approaches.
- Linkages with foreign universities for dual degree programs or collaborative learnings.

Institutional Challenge

- Keeping pace with the rapid changes in the global market trends, industries and associated sectors with respect to curriculum design, syllabus revision and establishment of skill development programmes/units.

- Adapt to the ever evolving technological landscape with respect to physical and cloud infrastructure, smart systems.
- Depreciation in the quality of students is a challenge faced by the Institute.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Sinhgad Institute of Management is an unaided private Business Management College, affiliated with Savitribai Phule Pune University (SPPU) and approved by AICTE, New Delhi. The college follows the university academic calendar and follows an Outcome Based Education (OBE) approach, aiming to develop students with various Programme Outcomes (PO) such as Generic and Domain Knowledge, problem-solving, innovation, critical thinking, effective communication, leadership, teamwork, and entrepreneurship. Enrichment of curriculum through Student Skill Training and Transformation Programme (STP) encompassing technology, management, business, communication, personality development trainings, project, and scenario-based learning for holistic development of the student and academic progression.

The institute maintains attendance records, monitors lecture regularity, and implements corrective measures for slow learners. Monthly meetings are conducted to assess syllabus coverage, students' academic progress, and class difficulties. The Director interacts with students, takes feedback, and instructs faculties on corrective measures.

The framework for continuous internal assessment is adopted from SPPU's concurrent evaluation criteria for the programs that constitute of individual, group evaluation, individual's creative, research, publication, and use of technology. All evaluations are finally compiled and consolidated. In case of deviations due to emergency/unforeseen circumstances a revised schedule is adopted.

The institute also offers placement and training sessions, STTP and participates in syllabus discussions and implementation workshops. The institute also Motivate and support students through seminars, conferences, workshops and to pursue certifications like German Language, Six-Sigma, Advance-Excel, Power-B.I, Bloomberg and SWAYAM/NPTEL/Coursera, and EDX courses. SIOM has collaboration and MOUs with third party organizations for certifications and advanced trainings. These organizations provide trainings and Certification programs on various advanced topics and technologies.

Institute emphasizes the importance of cross-cutting issues like professional ethics, gender, human values, environment, and sustainability for holistic development. The institute provides equal importance to professional ethics and academics, fostering students to exhibit ethical behavior and act with integrity. SIOM also organizes activities to raise awareness about human values, ethics, environment, and gender.

Institute conducts feedbacks from various stakeholders like Students, Teachers, Alumni and Employers. Proper analysis of feedback is carried out and appropriate action plans are prepared for implementation. These feedback reports are also communicated to relevant bodies like Dean's office of SPPU for implementations during syllabus revision.

Teaching-learning and Evaluation

Enrollment Percentage:

SIOM has a cumulative enrollment percentage of 92.75 percent for the previous five years. The admission process is governed by DTE Government of Maharashtra. For this two different common entrance tests (CET) are conducted for MBA and MCA. Institute also takes due care of admissions of reserved category students like SC, ST, OBC etc. as per the norms.

Student Teacher Ratio:

Institute ensures the inclusion of well qualified, competent and highly experienced faculty members. The full time teacher student ratio is 1:22. The Institute focuses on the overall development of students through the teaching learning process. For which the faculties involve the students into their teaching through different activities like presentations, quiz, business games etc.

Teaching Learning Process:

For making the teaching more effective different ICT Enabled Tools such as Local Management Software, Google Classroom, Webinars, Microsoft Teams, Zoom etc. are used. Experiential learning tools used by SIOM include eight weeks Summer Internship Projects, Live Projects, Industrial Visits etc. to get the hands on experience towards the real life business situations. Participative learning tools include Students Training Program, different certification courses, C2C Activities like guest lectures, seminars, and management games which are used to show the importance of team building and leadership. Whereas Case Studies, Bloomberg, Role Play etc. are used for developing Problem Solving skills among the students.

Teacher Profile and Quality:

The institute always maintains a good ratio of full time teachers with the number of posts sanctioned and approved by the authorities. SIOM always recruits the faculties who are competent, well qualified, and who are having a good experience of industry and academics. The average percentage of Ph.D./NET/SET qualified faculties with the total number of faculties is 30.73 during the previous five years.

Evaluation Process and Learning Outcomes:

The examination team strictly follows the rules and guidelines of Savitribai Phule Pune University during examination and evaluation processes. Transparency, robustness and fairness is maintained in the conduct, monitoring and assessment of examinations. The Cos and POs are displayed on the institute's website and their attainment is measured. The average pass percentage of students of previous five years is 91.30%.

Research, Innovations and Extension

Under this Criteria-3, at our institute we have practicing outcomebased policies, practices with reference to research, innovations and extension. We have adequate facilities and efforts made to promote a research culture. The details of the research, innovation and extension activities carried out are summarized as below

towards the social responsibility and a core value to be demonstrated by institutions -

Resource Mobilization for Research: Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years are of total amount Rs.58,50,926/-

Innovation Ecosystem: Institution has created an ecosystem for innovations and established ResearchCell, Intellectual Property Right (IPR) Cell, Institute Innovation Council (IIC) , ARIIA-NIRF, Start-up Cell and International Collaboration. We have at our research cell **33** number of PhD guides, **144** PhD awarded up till now and **100** numbers of students are pursuing PhD. We have filed **4** Patents-1 granted and **3** published, **15** software copyrights registered and **2** trademarks registered at Intellectual Property India, Office of Controller General of Patents, Designs & Trade Marks, Successfully running Institution Innovation Council (IIC) established under Ministry of Education's Innovation Cell and received 3.5*(Star) Rating. Our start-up cell has initiated **2** startups. We along with students participated in various workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and Entrepreneurship and total counts where **134** No's.

Research Publication and Awards: The total number of research papers published by faculty members in the journal notified on UGC CARE list is **213** and the number of books, chapters and papers published in national/international conference proceedings are **266** Nos.

Extension Activities: We have conducted total **146** numbers vibrant and rich outcome based Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development. We have received total **21** awards and **44** nos. of recognitions/appreciations received for extension activities from government / government recognized bodies.

Collaboration: We have established **36** numbers of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative activities

Infrastructure and Learning Resources

STES's SIOM is unwavering in its commitment to creating a robust educational environment that prioritizes research, learning, and innovation, as reflected in a thorough self-survey report. The institution's dedication to providing conducive spaces for education and personal development is evident in its well-maintained classrooms, equipped with audio aids to enhance the teaching and learning experience.

In the realm of information and communication technology (ICT)-enabled facilities, STES's SIOM has embraced modernization with the introduction of smart classrooms. These spaces empower faculty to deliver dynamic and engaging lessons, providing students with visual and interactive learning experiences. The institution's robust implementation of a Learning Management System (LMS) centralizes course materials, assignments, and communication, offering flexibility in education. The extensive coverage of high-speed Wi-Fi connectivity across the entire campus further supports online research and learning initiatives, aligning with contemporary educational needs.

Cultural and sports activities are integral components of the institution's holistic development approach. The

well-equipped auditorium serves as a versatile venue for cultural events, workshops, and seminars. Diverse indoor and outdoor sports facilities, including a swimming pool and gymnasium, contribute significantly to students' physical fitness and overall well-being.

The central library emerges as a pivotal hub for academic and research activities, seamlessly transitioning into the digital age. Automation and digital facilities, particularly the Integrated Library Management System (ILMS) and strategic e-resource subscriptions, highlight the institution's focus on efficient cataloging, user-friendly access, and 24/7 availability of digital materials.

Acknowledging existing challenges, such as ensuring equitable access for remote learners and managing e-resource subscription costs, the institution looks forward to the future. The IT infrastructure, outlined with well-equipped classrooms, computer labs, a dedicated Bloomberg Lab, and robust internet facilities, underscores the institution's commitment to staying at the forefront of technological advancements. Regular upgrades and a diverse range of application software further contribute to maintaining a dynamic and modern IT environment, aligning seamlessly with university syllabus requirements. STES's SIOM's forward-looking approach underscores its dedication to academic excellence and continuous improvement, ensuring it remains a beacon of innovative and holistic education.

Student Support and Progression

Student support and progression are of the utmost importance to us here at SIOM so we take significant steps to prioritize these aspects. Students are the primary stakeholders so we focus on implementing student-centric practices to ensure their success.

Institute promotes the welfare of the students by providing financial support for those students whose financial condition is weak. Scholarships and freeships are provided to EBC, OBC, SBC, VJNT, SC, ST, Minority students by the state government.

Various capacity development and skill enhancement programs to improve our students' capabilities which are organized by the institute are life skills, language skills, soft skills, Pre-placement Training, communication skills training, and recent trends in technology. The Institute also has an entrepreneurship development cell to enhance basic skills sets among budding student entrepreneurs.

Our students have cleared national-level competitive examinations and progressed toward higher education or employment. Also, career counselling is done by conducting various seminars and activities.

Placement services are offered at the institute where outgoing students are offered campus recruitments and internship. A few of the top recruiters are Infosys, IBM, HP, Amazon, Accenture, TCS, Amdocs, etc

SIOM is committed to provide a congenial and conducive atmosphere in which students, teachers, and non-teaching staff can work together in an environment that is free of violence, discrimination, sexual harassment, exploitation, ragging, and intimidation. Various committees for this purpose include Grievance Redressal Committee, Anti-Ragging Committee and Sexual Harassment Committee. Student issues are quickly addressed through in-house constituted committees.

The Sports and Cultural committee focus on extracurricular activities to showcase student talents in singing, dancing, fashion show, street, and stage play. Students have participated and won medals in various University

level sports tournaments like cricket, football, chess, table tennis, etc. The students are part of community development, social and extension activities like Swachh Bharath Abhiyan, blood donations, etc.

Alumni associations exist to support the institution's vision-mission and to strengthen the bond between alumni, student community, and the institute. Alumni are invited for guest sessions, lecture series, to share their knowledge, their expertise and experience for the development of research, placement, career counselling and other educational activities.

Governance, Leadership and Management

STES provides the authority to articulate academic and operational policies to the IQAC headed by the Director in order to accomplish the vision and mission of the institution. When it is leadership, it is "leading by example" and participation is a bottom-up approach, involving all in improving the processes.

Faculty and staff, are assigned the roles and responsibility to work in a harmonious environment with complete transparency. Equal opportunities are provided to faculty members, in various educational and administrative committees/cells for encouraging, team- building, budding leadership expertise.

Our Institutional Perspective Plan serves as a dynamic guide for our institution's growth and development.

- **Mission and Vision Alignment:** The plan is closely aligned with our mission and vision, emphasizing specific objectives to enhance educational quality, research, innovation, holistic development, and community engagement.
- **Strategic Goals:** We define strategic goals with clear timeframes, focusing on academic excellence, faculty development, research output, infrastructure improvement, student support, and social impact.
- **Resource Allocation:** To ensure financial sustainability, we allocate resources and optimize their utilization, taking into account the priorities set in the plan.
- **Monitoring and Evaluation:** A robust monitoring and evaluation framework allows us to regularly assess progress towards the plan's objectives

Welfare benefits like paid leaves, salary scales, group insurance plans, and the capacity to seek further education. The campus clinic, a stationary store, cafeterias, mess, cricket ground, swimming pool, basketball court, and parking areas are among the on-campus services.

The main motto of resource mobilization and utilization of resources is to put the Institute at standard with a view to achieving the best quality teaching and unique quality of students. There is an effective mechanism for conducting Internal and external audit.

The primary aim of IQAC is to develop a system for conscious, consistent and catalytic action to enhance the quality in academic and administrative performance of the institution. It focuses on academics, training and employment, research and development, entrepreneurship, innovation and incubation and simultaneously building a robust infrastructure. The IQAC meets periodically to plan, implement, and evaluate various activities of the Institution through qualitative monitoring and feedback system to ensure that practices designed are incorporated.

Institutional Values and Best Practices

The Sinhgad Institute of Management hosts several events, including Nirbhay Kanya Abhiyan, which promotes gender parity, International Women's Day, and health and sexual harassment awareness campaigns. Under the guidance of teachers, Students participate in a variety of annual activities, days, and festivals. The institute supports efforts for gender equality and provides a safe and secure atmosphere for women through committees, round-the-clock security, CCTVs, and regular programming on women's health awareness and sports, among other things.

For the benefit of the staff and students, the institute hosts a variety of socioeconomic, athletic, and cultural events. Through these experiences, we think that students gain knowledge of moral obligations, human values, leadership skills, and challenging accepting traits. Quality audits on environment and energy are undertaken by the institution. In order to foster tolerance and harmony toward linguistic, cultural, regional, social, and other diversity, the institute runs a number of initiatives.

Green audit initiative is taken by the faculty, staff and the students, through various projects. Institute promotes the use of power efficient equipment, solar energy and adherence to the guidelines of statutory bodies on degradable and non-degradable waste. Through CSR initiatives, the students help the underprivileged and take part in Swachh Bharat events, blood donation drives, and blood drives. As part of the program, students receive instruction in professional ethics and human values.

Best Practice 1

Students Skills Training & Transformation Program (STTP)

The STTP is a comprehensive initiative that prepares students for the industry, emphasizing interview and placement skills. The program includes a tailored syllabus to enhance soft skills, with four weekly lectures per division. Interactive activities foster active participation and learning. Mock interviews offer hands-on experience, allowing students to identify areas for improvement, while faculty guidance helps them address their weaknesses effectively.

Best Practice 2

ICT Based Teaching Learning:

Moodle Learning management system (LMS), Google Classroom, Thin client and Virtualization lab, MOOCs (SPOKEN TUTORIAL, NPTEL, Coursera), Bodhi Tree, ATAL Ranking of Institutions on Innovation Achievements (ARIIA). Poster presentation competition, Educational ERP: BitSmith Classroom, Work Shop on NEP-2020: Adoption of Multiple Entry and Exit, ICT enabled online examination and learning assessment system.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SINHGAD TECHNICAL EDUCATION SOCIETY'S SINHGAD INSTITUTE OF MANAGEMENT
Address	S.N.44/1 Vadgaon (Bk.), Off. Sinhgad Road, Pune
City	Pune
State	Maharashtra
Pin	411041
Website	http://siom.sinhgad.edu

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Prachi Pargaonkar	020-24358360	8550990120	-	director_siom@sinhgad.edu
IQAC / CIQA coordinator	Chandrani Singh	020-24356592	9890760746	-	director_siom@sinhgad.edu

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
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	15-05-2023	12	As per extension of approval for the academic year
AICTE	View Document	15-05-2023	12	As per extension of approval for the academic year
AICTE	View Document	15-05-2023	12	As per extension of approval for the academic year

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.N.44/1 Vadgaon (Bk.), Off. Sinhgad Road, Pune	Urban	5	11090

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	Graduation	English	600	565
PG	MCA, Mca,	24	Graduation	English	240	240
Doctoral (Ph.D)	PhD or DPhil, Research,	60	Post Graduation	English	198	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	9				18				57			
Recruited	3	2	0	5	8	0	0	8	21	34	0	55
Yet to Recruit	4				10				2			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				91
Recruited	65	26	0	91
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	2	0	8	0	0	3	7	0	23
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	18	26	0	44
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	597	23	0	0	620
	Female	285	13	0	0	298
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	22	0	0	0	22
	Female	19	1	0	0	20
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	70	74	80	67
	Female	38	41	45	34
	Others	0	0	0	0
ST	Male	18	20	6	5
	Female	8	10	2	3
	Others	0	0	0	0
OBC	Male	227	201	222	176
	Female	128	87	103	95
	Others	0	0	0	0
General	Male	224	258	235	298
	Female	116	148	129	162
	Others	0	0	0	0
Others	Male	71	69	81	13
	Female	45	36	24	8
	Others	0	0	0	0
Total		945	944	927	861

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The Multidisciplinary in Management institution is the guiding vision of modern organizations and the appropriate thinking which requires modern approaches to organizational excellence and managing the quality. Management integrates the ideas and concepts taken from these disciplines and presents newer concepts which can be put into practice for managing the different aspects of doing business. For that we provide total 9 different specializations that can be considered as disciplines i.e. Marketing, Finance, HR, Operations, Business Analytics as Major Specialization & Pharma and healthcare management, International Business, Rural and Agriculture Business Management, Tourism &</p>
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	<p>Hospitality Management as Minor specialization (as per SPPU syllabus) in MBA. For MCA program there is a diverse mix of technical subjects including Data Science, AI and Machine Learning, On Cloud Application as a service, and On Cloud Infrastructure and Computing, Cyber Security, along with few subjects from management disciplines as PPMOB, Project Management/SPM etc. Other disciplines being Statistics and Analytics, Human Rights, Skill Development, Introduction to Constitution etc. Apart from these we are providing a platform for students/ research scholars through our research center to carry out rigorous studies across various disciplines like pharma, healthcare, environment, agriculture, education etc Research papers are published in various domains such as agriculture, health science, chemistry, medicine etc. To integrate diverse disciplines Foundation Course in Music a SWAYAM proposal is submitted to AICTE named as Swar Tal Sadhana, Students are doing internship and projects are from various business houses and in social science domains.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>As per the Savitribai Phule Pune University (SPPU) evaluation and assessment method we are conducting internal and external examinations, viva, practical's and projects. The Institute has adopted a choice-based credit system and grading system in alignment to 2019 revised syllabus pattern for all its programs. As per Bloom's Taxonomy level wise question paper pattern has been adopted. A resolution about the Academic Bank of Credits is approved by the Academic Council, SPPU. Presently, the institute students are officially registered on the ABC portal and the institute has started with implementing the Academic Bank of Credits for the students.</p>
<p>3. Skill development:</p>	<p>Development of the management skills is significant for an organization since it builds the skills of the students and the employees so that they can become effective managers and technocrats and can payback to the Institute, to organizations and to society. As one of the well known institutes we are providing the best guidance to students from expert faculty to develop their personal and professional skills and make them industry ready. With institutes best practices i.e. Student Skills Training & Transformation Program we provide students different soft skill training to develop them for the</p>

industry ready. The STTP (Students Skills Training & Transformation Program) is a comprehensive initiative that prepares students for the industry, emphasizing interview and placement skills. The program includes a tailored syllabus to enhance soft skills, with four weekly lectures per division. We also provide different certification i.e. Six Sigma Certification, Excel training, Foreign language training and Certification course etc. for skill development of the students. A Learning Management System (LMS) is a software application used to plan, implement and assess a specific learning process. A LMS provides an instructor with a way to create and deliver content, monitor student participation and assess student performance. Moodle is an open source web based LMS which provides a framework for teachers to upload the course content such as study material, tests, assignments, discussion forum etc. On the other hand students get access to the course content and can participate in discussion forums, tests, quizzes etc. The teacher can assess the student's performance through various activities. Startup and entrepreneurship Skill Development Seminar Series was conducted and also students have participated in Maharashtra State Skill University–Academic Program launching event. Organized youth skill day along with NITTTR Chandigarh, Innovation day, Science Day, Energy conservation day to up skill them and create awareness among students.

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

The institute celebrates Marathi Bhasha Diwas and Hindi Diwas in honor of the adoption of Indian regional languages. The Cultural Cell named "Sanskriti" enables SIOM staff and students to promote and integrate Indian culture and language in various activities and events. The cultural Cell tries to inculcate and sustain the Social and National Values along with the development of various artistic skills among the students. Sinhgad Spring Fest, (formerly Sinhgad Karandak)-NEON is the Annual Fest conducted at SIOM which gives a great chance to the students to show their extra- curricular talent. The main aim of the Cultural Center is to encourage development and awareness of ancient culture, traditions among the students along with improvisation in aspects of linguistics. Faculty members published research paper in International

	<p>journal on “A study of early development of Scientific use of Computers in India” where in Indian Knowledge System of “Sahankaracharya –Vedic Mathematics” ,”Aryabhatta – A sine tables”,”Mahavira –Mathematics of Zero”,”Bhaaskara –Standard Algebra in Sanskrit” were discussed.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Curriculum builds on the implementation of the Choice Based Credit System (CBCS) and Grading System. The curriculum takes the MBA and MCA programme to the next level in terms of implementing Outcome Based Education along with the Choice Based Credit System (CBCS) and Grading System. Every subject has programme Outcome (PO) and Course Outcome (CO) as per the Savitribai Phule Pune University (SPPU), As per All India Council for Technical Education (AICTE) and University Grants Commission (UGC).</p>
<p>6. Distance education/online education:</p>	<p>The Institute provides online platforms for effective teaching learning opportunities for students like Microsoft Team and Bodhi tree (IIT Mumbai), Spoken tutorial, NPTEL, Swayam platform, Google Meet, Microsoft teams, Zoom meetings etc. for effective classroom teaching. The learning material and notes are shared through the said platforms. Blended mode of teaching learning process and platform adopted. During the year we have conducted all the sessions in hybrid mode. Also all students level activities and programs i.e. webinars we have conducted in online mode so every student should get benefited with the knowledge. A Learning Management System (LMS) is a software application used to plan, implement and assess a specific learning process. A LMS provides an instructor with a way to create and deliver content, monitor student participation and assess student performance. STES SIOM is using Moodle which is an open source web based LMS which provides a framework for teachers to upload the course content such as study material, tests, assignments, discussion forum etc. On the other hand students get access to the course content and can participate in discussion forums, tests, quizzes etc. The teacher can assess the student’s performance through various activities.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, in the academic year 2022, the Sinhgad Institute of Management launched the Electoral Literacy Club (ELC).</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>• Yes, The Institutes has appointed the student coordinator and the faculty members who coordinate. The goal of the Sinhgad Institute of Management's Electoral Literacy Club is to educate the students on the value of voting. An Electoral Literacy Club provides a forum for involving students in engaging activities and practical experiences that raise awareness of their voting rights and familiarize them with the registration and voting procedures. The Election Commission of India seeks to encourage young and potential voters to participate in elections by means of ELC. • OBJECTIVES: i. To raise faculty and student understanding of the "right to vote." ii. To impart knowledge about voter registration and the electoral process to the targeted communities via practical experience.. iii. To educate the targeted communities about the integrity of the electoral process through the use of electronic voting machines (EVMs) and to raise awareness among them about VVPAT and EVMs. iv. To promote critical thinking on matters pertaining to democratic procedures, election rights and democracy itself. v. To facilitate voter registration for its eligible members who are not yet registered. vi. To foster a culture of political engagement, maximizing ethical and informed voting, and adhering to the tenets that "No voter should be left behind" and "Every vote counts" The Electoral Literacy Club seeks to include students and assist them in learning about their rights as voters and in becoming more at ease with the registration and voting procedures. vii. One teacher is designated by the institute as the ELC Nodal Officer. Teachers who have experience serving on election committees are given priority when handling the electoral process inside the institution.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from,</p>	<p>• Innovative programmes and initiatives undertaken by the ELCs includes</p> <ul style="list-style-type: none"> o Projecting quotations and facts about electoral literacy onto an electronic board. o Displaying current news relevant to the electoral process on the notice board. o Organizing Street

<p>assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Plays. o Interactive sessions with students</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<ul style="list-style-type: none"> • Electoral Literacy club of our institute exposes and creates awareness on socially relevant election related problems. By putting up posters and banners emphasizing their role in promoting democratic values and election participation, the Electoral Literacy Club raises awareness. • The Electoral Literacy clubalso arranges street plays to help students grasp the importance and social relevance of the voting process in order to raise awareness among the student body.
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<ul style="list-style-type: none"> • Voter registration awareness drive conducted at Institute for the students. • ELC provides special assistance for registration to student voters by spreading awareness of National Voters' Service Portal: www.nvsp.in and students are asked to register themselves online.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1866	2074	1886	1723	1725

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

2 Teachers

2.1

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

Response: 172

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
62	69	81	84	111

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
464.68	226.35	348.38	488.04	692.92

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Sinhgad Institute of Management is an unaided private Business Management College, founded under Sinhgad Technical Education Society (STES), affiliated to Savitribai Phule Pune University (SPPU), Pune and approved by AICTE, New Delhi. Sinhgad Institute of Management strictly follows the curriculum prescribed by SPPU.

SIOM ensures effective curriculum delivery through a stipulated process as given below:

Every semester begins with adherence to the University Academic Calendar which ensures that all the academic activities are planned well in advance. The university academic calendar serves as the basis for the preparation of the institutional academic calendar, which also includes a balanced distribution of extracurricular, co-curricular, and academic activities.

At the beginning of each semester every faculty member provides their subject preference for teaching. Based on the choice given, expertise and experience of the faculty, the head of institute allocates the subjects.

After subject allocation, each subject faculty prepares a comprehensive objective driven teaching plan along with effective teaching material like course file, case studies, PowerPoint presentation, **class notes, study material, attendance records** and other required documents. Time-tables are prepared and displayed on notice boards for students and faculties. For enhanced communication every class has student's representatives. Monthly matings are held to assess the syllabus coverage, students' academic progress and discuss difficulties faced by students and faculties during the classes if any. Director interacts with students, take their feedback every semester and instruct faculties to take corrective measures for effective learning if any. Corrective measures as remedial lectures, mock examinations, personal counseling, and mentoring is done for slow learners.

SIOM focuses on Outcome Based Education (OBE) approach which aims that the learner will possess manifold Programme Outcomes (PO) like Generic and Domain Knowledge, problem solving and innovation, Critical Thinking, Effective Communication, Leadership and Team work, Entrepreneurship etc.

The framework for continuous internal assessment is adopted from SPPU's concurrent evaluation criteria for the programs that constitute of individual, group evaluation, individual's creative, research, publication, and use of technology. Faculty members prepare internal assessment question papers based on the Bloom's Taxonomy approved by Examination committee. Committee also prepares internal

assessment time table and is conducted as per the schedule. All evaluations are finally compiled and consolidated. In case of deviations due to emergency/unforeseen circumstances a revised schedule is adopted. Guides for Internship is allocated in advance for guiding the students to take industry and research projects.

Enrichment of curriculum through Student Skill Training and Transformation Programme (STP) encompassing technology, management, business, communication, personality development trainings, project, and scenario-based learning for holistic development of the student and academic progression through Presentations, Management quiz, Book reviews, Group Discussions, Case studies, Mock Interviews, etc.

Whenever a university revise a syllabus to be implemented by affiliated colleges, Institute’s faculty members actively participate in syllabus discussion/implementation workshops conducted at different institutes at the university level.

Institute motivate and Supports faculty members to attend various Seminars, Conferences, Refresher Courses, workshops, and FDPs for their skill up-gradation. Institute also motivate students for various certifications like German Language, Six Sigma, Advance Excel, Power B.I., Bloomberg, SWAYAM/NPTEL, Coursera, EDX courses etc.

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

1.2 Academic Flexibility

1.2.1

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

Response: 34

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

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 52.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
1244	966	1200	829	668

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Sinhgad Institute of Management (SIOM) firmly believes that cross cutting issues like professional ethics, gender, human values, environment, and sustainability are significant to make holistic growth of the students.

Institute has given equal importance about professional ethics along with academics because knowingly or unknowingly students may indulge into unethical activities. The Institute facilitates the students to exhibit professional ethics which encompasses personal and corporate standards of behavior expected by the profession. This philosophy will help the students to distinguish between ethical and unethical behavior and act with integrity.

As a step towards maintaining and restoring Professional ethics the institute has installed CCTV cameras at multiple locations.

The university has prescribed One Generic Core for management students relevant to human values and professional ethics in second year.

Indian Ethos and Business Ethics – 402

Generic Electives University Level in each semester are

Entrepreneurship Development – 109

Geopolitics & World Economic Systems – 208

Corporate Governance – 310

CSR & Sustainability – 408

Soft Skills- SS21, SS22, SS31

Cyber Security – CS,

Human Values-1 & 2,

PPM & OB

In addition to enriching the curriculum by integrating cross-cutting issues, the institute takes additional efforts through the various cells to alert the students about Human values, Ethics, Environment and Gender awareness. SIOM is committed to nurture Global Business Leaders through holistic development of students which entails not only to make management professionals but also to make them socially responsible citizens. To achieve this objective, Institute institutionalizes various activities through dedicated cells. These cells are managed and operated by students under the guidance of faculty members. Green cell has conducted various activities like, Awareness on Cyber security, E-waste collection drive, Eye checkup camp and Tree plantation. Institutes also organizes Blood donation camp every year.

Institute celebrates various National and International days like Yoga Day, Women's Day, Environmental day, Teacher's Day, Self-protection etc. by organizing relevant seminars and workshops.

Special programs for girl students are arranged towards achieving Women Empowerment called as Stree Shakti Series and International Girl Child Day.

Separate Boys & Girls hostel (In-campus) are provided for safe environment to the students. The institute believes in equity among the boys and girls, so equal opportunities are provided in all the activities. The institute conducts every year a mega event called "Sinhgad Karandak " which includes cultural, sports, management games and technical competition involving equal participation of boys and girls.

The Institute has set up an Entrepreneurship Development Cell (EDC) and Rural Entrepreneurship Development cell (RED-cell) under Mahatma Gandhi National Council of Rural Education (MGNCRE) to work on Rural Entrepreneurship and Business Plan preparation for the students. They conduct activities like Business plan competition, Business idea development, evaluating business plans and motivate students to participate in various inter-collegiate, inter-university and state-level entrepreneurship related events.

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

1.3.2

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

Response: 60.02

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

Response: 1120

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

1.4 Feedback System

1.4.1

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

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and

feedback hosted on the institutional website	
File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 92.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
829	839	822	838	623

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
840	840	840	840	900

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

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

Response: 84.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
310	335	316	312	262

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

2022-23	2021-22	2020-21	2019-20	2018-19
330	356	359	394	388

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 30.1

2.3 Teaching- Learning Process

2.3.1

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

Response:

Student Centric Methods:

Faculties of SIOM use student centric teaching and learning methods to enhance the student learning experience. The teaching and learning process in the institution consists of lectures, tutorials, practical exercises, case studies, projects, seminars, internships, industry visits etc. The institution provides facilities like internet, well equipped computer Labs, LCD projectors to facilitate the teaching learning process. Online platforms, softwares and app-based tools are also used to support the teaching and learning process. Below are details of a few of the Experiential Learning, Participative Learning and Problem Solving Methods used by faculties of SIOM.

Experiential Learning Tools:

Different tools of teaching which are used in Experiential Learning include Summer Internship Projects, Industrial Visits, Live Projects, BRM projects etc. During the eight weeks' full time Summer Internship Project the students get acquainted with the do's and don'ts which are essential in the current business scenario. Industrial Visits help the students in getting the knowledge of different aspects of human resource and operations management. MCA students work on the live projects to gain the insights of different languages which are used in the software industry. Students are encouraged to work on the live research projects as a part of business research methods (BRM) assignments.

Participative Learning Tools:

Participative Learning is done through regular classes, writing & publishing research papers in UGC care, Scopus & other indexed journals, Bloomberg sessions, Campus to Corporate activities, certification courses from SWAYAM, NPTEL, Coursera, Udemy etc. Students Training program (STP) is undertaken to groom and prepare the students for their final placements through offline mode. Students Training program (STP) includes aptitude tests, group discussions, mock interviews etc. Campus to Corporate (C2C) activities are conducted on a weekly basis through guest speakers and alumni talks. Students are encouraged to participate in different management events of SIOM like Spectrum and events of other institutes. Through which they can show their creativity, leadership and develop their own confidence.

Problem Solving Methodologies:

Case Based Learning: Numerous cases of different subjects are conducted by expert faculties for the students. HBSP cases are used as resource material for this case based learning activity. Workshops related to stock markets are conducted for the students through Bloomberg training sessions.

ICT Enabled Tools:

Learning Management Software i.e. LMS Moodle and Google Classroom are used as a platform for sharing the study material like teaching notes, PPTs, videos etc. LMS Moodle is also used to conduct business quizzes, online assignments etc. The academic sessions are taught through PPTs, video clips, case studies etc. Faculty members and students are encouraged to use ICT facilities for an effective teaching learning process. Institute is enabled with sufficient internet bandwidth of 40 MBPS to cater the need of students' learning. Sufficient number of computers are made available in the institute for conducting practical sessions, surfing the internet etc. During the pandemic lectures were conducted

through online mode by using Microsoft Teams, Zoom etc.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 89.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
84	84	84	84	120

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

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

Response: 32.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	29	28	23	26

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The Institute follows all the norms of SPPU for conducting the internal assessment of students. Subject wise list of internal assessment was prepared as per the guidelines of university. A detailed internal assessment schedule is prepared, displayed on the notice board and sent through WhatsApp and email to the students. Teachers convey the internal assessment schedule with students during their regular lectures. All the evaluations were conducted through offline mode like multiple choice questions, quiz, assignments, surprise test etc. Results of each evaluation were displayed on the notice board as well as discussed with the students. The result is shown to each & every student and areas of improvement were discussed accordingly. Mid-term internal examinations were conducted in the middle of the semester whereas end term internal examinations were conducted at the end of each semester to help the students to gain confidence and to achieve good marks in their university examinations.

The evaluation criterion is subject specific and has variation in the weightages depending on the nature of subject and employability enhancement objectives. Internal assessment was embedded in daily classroom activities, in which teachers use various assessment tools to ascertain that students are improving their skills, knowledge, mastering the curriculum and meeting industry requirements. Internal assessments are based on MCQs, subject specific Quiz, Subject Presentation, HBSP Case Study, Mid-term and end term examinations etc.

Redressal of grievances at Institute level:

The Institute has its own grievance redressal cell to resolve the problems or issues (if any) of the students. This cell analyzes and offers solutions to the problems (if any) of the students. The Institute has a separate Internal Examination Committee which takes care of invigilation, smooth conduct of examination, assessment and internal grievances. All the concerned subject faculties conduct internal

evaluation in the form of Assignments, MCQs, Projects etc. The end term internal exams are conducted as per the guidelines of the examination cell of the institute and SPPU. After the examination, the papers are evaluated by concerned subject faculties and then the marks are displayed on the notice board and WhatsApp group of the students. Hence the chances of discrimination and discrepancies are minimized. The grievances (if any) reported by students regarding their internal assessment are addressed and changes in marks (if any) are incorporated in the database accordingly.

Redressal of grievances at university level:

Issues regarding correction of results, revaluation/copying of answer scripts, mark sheets and other certificates issued by the university are dealt through the exam section. Students can request revaluation by paying the required fees to the university. University examiners are helping them with their problems. If a student is not satisfied with his/her grade, then he/she can request an online revaluation form. The university will provide copies of the answer sheets to students in case of any complaints regarding evaluation. Students can request revaluation if they believe the evaluation is incorrect. In other cases, such as an absence, the student's request will be forwarded to the university for corrective action.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The Institute has detailed the learning objectives for each academic program as well as the vision and mission of the institution. The importance of Program Outcomes (POs) and Program Specific Outcomes (PSOs) in maintaining the standard of the degree program cannot be over emphasized. The Programme Outcomes (PO) and Course Outcomes (CO) are defined by Savitribai Phule Pune University (SPPU). The PSOs are properly designed in conjunction with the curriculum. The Institute practices student centered, outcomes based education (OBE) for effective implementation of the teaching learning process to provide quality education to students from diverse backgrounds.

Program outcomes are statements that describe what the knowledge, skills and attitudes students should have after graduating an MBA & MCA program from Savitribai Phule Pune University. POs refer to the broad learning goals that a program intends to achieve, while COs are specific learning objectives for each course within a program. Course Outcomes (Cos) are Statements indicating what a student can do after the successful completion of course. Every course leads to some Course Outcomes. The CO statements are defined by considering the course content covered in each module of a course. For every

course there may be 5 or 6 COs. The keywords used to define COs are based on Bloom's Taxonomy. Attainment of these outcomes is critical for ensuring that students receive a high quality education that prepares them for their future careers.

COs and POs Attainment Process:

The Institute believes that COs and POs should be published to raise awareness among learners, faculties and other stakeholders. This helps to set expectations, make links between the different elements of the course and provide an insight into what each stakeholder can take away at the end of the course and program. The Institute conducts an induction program at the beginning of each academic year. Also the program coordinator conducts an orientation session to explain the overall structure of the program and the program outcomes. Similarly, faculty members explain the evaluations associated with the courses in course review sessions. During the implementation of each semester, course outcomes are regularly discussed in class to create awareness among students.

The programme outcomes and course outcomes of all subjects are outlined in the university syllabi of MBA and MCA. Orientation sessions and workshops have been conducted by the university for the faculties regarding the attainment of POs and COs. The Programme Outcomes and Course Outcomes of all Programmes are disseminated and conveyed to the students during the induction programme and at the beginning of the course. The Programme Outcomes and Course Outcomes are also displayed on the college website. The course outcomes of all the subjects are described in 5 to 6 levels as per Bloom's Taxonomy. The question papers are drafted with mapping of course outcomes for theory and practical. The Institute has displayed the programme and course outcomes for the awareness of all stakeholders in the website.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Attainment of Programme Outcomes & Course Outcomes:

The POs are mapped with the COs to attain targeted POs. CO attainment is done through direct assessment i.e. internal assessment 20% weightage and external assessment 80% weightage. Direct measures include comprehensive concurrent evaluations (CCEs) and university exams, while indirect

measures include feedback from students, employers and alumni.

The mapping is done on 3 levels and the levels are:

1. Low correlation
2. Medium Correlation
3. High Correlation

CO attainment Process:

The following activities are carried out for each course:

1. COs are defined together with the level of Bloom's taxonomy.
2. Define the target level for the achievement of COs.
3. Determine the level of achievement for each CO by analyzing past data.
4. Assigning assessment tools to each CO.
5. Calculate CO achievement level for internal assessment.
6. Calculate CO achievement level for external assessment.
7. Calculate the final CO achievement score.

CO assessment tools: CO assessment tools are categorized as below.

Internal and External Assessment for COs:

Marks of various modes of Internal and External Assessment are considered in calculating CO attainment. Internal assessment methods such as Problem / Practical based assessment, Tutorials based assessment, MCQ, Case study, Presentations, Assignments, Group discussion, Mini Project, Mid-term and Term end examinations etc. For external assessment, university examinations are conducted at the end of each semester.

Eventually, the ratio of internal assessment component and external assessment component based on the credit assigned to the course is calculated and used to derive CO attainment for each course.

PO attainment process:

1. Direct assessment component: This component is calculated by considering the 50:50 ratio of average PO attainment of all courses.
2. Indirect assessment component: This component is calculated based on responses to following surveys:

Students' Feedback: Exit survey taken by the students at the end of course.

Employers' Feedback: Taken by the employer to gauge industry preparedness of the student(s).

Alumni' Feedback: Taken by alumni to share their feedback about the programme.

To calculate the level of each POs & PSO, the direct assessment component is weighted at 80% and the indirect assessment component at 20%.

Overall, attainment of POs and COs is essential for ensuring that students receive a high-quality education that prepares them for their future careers. By assessing these outcomes, faculty can ensure that the programs and courses are meeting the needs of students and society, and that graduates are well equipped to make meaningful contributions in their chosen fields.

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

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 91.3

2.6.3.1 Number of final year students who passed the university examination year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
725	1030	720	703	759

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

2022-23	2021-22	2020-21	2019-20	2018-19
890	1135	734	712	841

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

2.7 Student Satisfaction Survey

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.47</p>	
File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 1.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.1892	0	0	0	0

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

Sinhgad Institute of Management (SIOM) has developed and is practicing, inventing an innovation ecosystem as a community of students, teachers, and all other stakeholders that interact and grow together.

An ecosystem is comprised of three components:

- 1) The students and teachers population of the ecosystem that has both driven the development of and is the result of the ecosystem
- 2) The campus location and environment where the ecosystem exists.
- 3) The interdependency, interaction, and cooperation amongst the students and teacher population

members of the ecosystem.

An innovation ecosystem shares all of these characteristics as a network of innovators, startup companies, stakeholders, investors, and venture capitalists that interact together to drive ideas into products that add value in the marketplace. It has implemented elements of the innovation ecosystem at the Institute as Research Centre, Institution Innovation Council (IIC), IPR Cell, Start-up Cell, ARIIA & NIRF, and International Collaborations.

Research Centre approved by Savitribai Phule Pune University wherein 33 Ph.D. guides and 100 scholars pursuing a doctorate at present. Up till now, 144 students have been awarded as PhD degrees from 5 core subjects. The research conducted by the institution has contributed to meeting the productivity and requirements of the market today. A significant number of research articles are published in reputed/refereed journals. The institution is acclaimed for its research as evidenced by metrics such as Citation Index, Impact Factor, h-index, SNIP, SJR, etc.

The Institution Innovation Council (IIC) has received a star rating of 3.5 and a score of 72.75% from the Innovation Cell, Ministry of Education, and Govt. of India.

IPR Cell works for patent, copyright, and trademark registration. The Government of India's Intellectual Property Right (IPR) Cell issued 17 copyrights for software code, two trademarks, and three patents published/granted in the IPR Gazette of Govt. of India, **International Collaborations** with the London School of Digital Business(LSDB), CSUSB-USA, University Quebec-Canada for International Conference on Internet of Things and Connected Technologies (ICIoTCT), Cardiff Metropolitan University-United Kingdom (UK), University of South Wales, United Kingdom (UK), General Atomics Global Corporation.

Start-up cell establishment resulted in two start-ups being initiated BitSmith Technologies Pvt Ltd and Crayod Market Research Pvt Ltd. are the initiatives started on campus.

Our students and faculty members participate in initiatives of the Ministry of Education's Innovation Cell, the Innovation Ambassador Training program, YUKTI Innovation Challenges, Maharashtra Students Innovation Challenge, KAPILA Programme, NISP-National Start-up and Innovation Policy, ATAL FDP's, SPPU QIP, AICTE AQIS, SIH-Smart India Hackathon, Toycathon, London School of Digital Business for Students International Software Development Projects, SWAYAM NPTEL, Spoken Tutorial(IIT Bombay), G20 Policy Dialogue-G20 Policy Dialogue -Scriptural Perspective of Various Religious Traditions, building Innovation and Entrepreneurial Ecosystem in Educational Institutions", Celebration of Innovation Week as part of "Azadi Ka Amrit Mahotsav" etc. The institution had a built-in entrepreneurial ecosystem environment that helped students turn their creative and original ideas into viable business plans.

File Description	Document
Upload Additional information	View Document

3.2.2

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

Response: 125

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

2022-23	2021-22	2020-21	2019-20	2018-19
35	26	23	29	12

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
36	14	19	13	04

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Institutional data in the prescribed format	View Document

3.3.2

Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 0.68**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
32	17	43	04	21

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

3.4 Extension Activities**3.4.1****Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.****Response:**

Sinhgad Institute of Management has vibrant outreach and extension activities that are enhancing the lives of children, youth, adults, and families in Pune City. Sinhgad Institute of Management uses innovative programs to reach to diverse audiences and ensure the holistic development of the community. Outreach and extension activities of Sinhgad Institute of Management aim to organize and implement opportunities for the associate 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 society. At Sinhgad Institute of Management, outreach and extension are categorized into the following areas and ongoing activities, the institute will continue its community extension program and services through:

1. EduYouth Meet by Sri Sri Ravi Shankar Foundation event
2. G20 Policy Dialogue-G20 Policy Dialogue -Scriptural Perspective of Various Religious Traditions
3. Career Katta –Center of Excellence- n initiative of the Department of Higher and Technical Education,

Govt of Maharashtra and in coordination with Maharashtra Information Technology

4. Pariksha Pe Churha
5. Make in India, SWAYAM NPTEL, Spoken Tutorial from IIT Bombay
6. International Yoga Day
7. SPPU Research Park Foundation and Start-up exhibition
8. National Youth Day
9. AICTE-Student Learning Assessment(SLA)
10. Institution Innovation Council(IIC) ,MoE, Govt. of India
11. Students Eye Checking Camp
12. Nirbhay Kanya Abhiyan
13. National Youth Festival
14. CSR programme - Working together for the welfare
15. Innovative and creative ways of *Chhatrapati* Shivaji Maharaj, under the scheme My Story - Motivational Session for Successful Entrepreneur/Start-up foundation
16. National Education Day
17. Microsoft and NASSCOM –Quantum Learning Certification Workshop
18. International Women’s Day
19. Har Ghar Tiranga-Azadi-Ka-Amrutmahotsav Celebration along with SPPU
20. Sakura Science Exchange Program Japan Hokkaido University Virtual Visi
21. Book Donation Camp
22. Rotary Skill and Startup Expo
23. Financial Literacy Using AI
24. Participated in the AICTE KAPILA program for IP
25. AICTE- Smart India Hackathon (SIH)
26. KliqueStart start-up drive

- 27. Blood Donation
- 28. SWAYAM NPTEL
- 29. Yoga, FIT India, World Youth Skill Day
- 30. Financial Inclusion
- 31. Green India Campaign through Tree Plantation
- 32. Aviation Games of India-BIAG-2nd World Walkathon & Mini run
- 33. World Youth Skill Day
- 34. International Yoga day
- 35. Kargil Vijay Diwas
- 36. Fit India-Azadi Ka Amrit Mahotsav
- 37. Rural Entrepreneurship Development Cell(RED)
- 38. India Design Summit
- 39. FIT INDIA
- 40. Vigilant India Prosperous India-2020-participate and take the pledge
- 41. Developed website software application required for Kumbhoj Grampanchayat for creating awareness about COVID-19 vaccination and precautions for peoples of Kumbhoj village
- 42. Nuclear Science Week- Carbon-Free Energy, Global Leadership, Transformative Healthcare, Innovation & Technology, and Space Exploration

During the last five years, approximately 9000 students have actively participated in various outreach and extension activities at institute level and outside. 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.

File Description	Document
Upload Additional information	View Document

3.4.2

Awards and recognitions received for extension activities from government / government

recognised bodies**Response:**

The Institution has received Awards and Recognition for its involvement in extension activities from Government and government-recognized bodies. During the last five academic years, the staff and students of the Institution have donated blood to the hospitals and society. The institute has carried out various extension activities outside the campus – in and around Pune city and has received various rewards and appreciation letters from government and non-government agencies. The prime objective of carrying out the extension activities is to enable the student community to be socially responsible. Possessing an attitude of service is considered essential for professionals by the institution. The students have carried out various social service programs which include donating blood to the needy in times of emergency. These activities are carried out in association with the Rotary Club and Indian Red Cross Society. The students of the institution actively participate every year in the annual festivities of the Dussarah Dandiya, Sinhgad Cultural, sports, and Technical fest. The letters of appreciation/awards/recognitions received by the institution from various government and other recognized bodies as:

1. London School of Digital Business(LSDB),UK award For Industry -Academia Collaboration, Leadership in Education and Contribution to Education Industry.
2. Appreciation for G20 Policy Dialogue -Scriptural Perspective of Various Religious Traditions CIVIL-20 India 2023-G20 Policy Dialogue -Scriptural Perspective of Various Religious Traditions.
3. Appreciation EduYouth Meet-2023-uphold Human Values by participating in the EduYouth Meet addressed by Gurudev Sri Sri Ravi Shankar-exhibited rectitude in pledging for a Drug-Free India."NRDC" Pune Chapter
4. Appreciation Innovation Meet, Institute Innovation Council(IIC), Ministry of Education Ministry of Education, GoI and Symbiosis International University, Pune
5. Appreciation Innovation Ambassador Training Program-IPR Innovation Cell, Ministry of Education, Govt. of India.
6. Award from ARIIA Innovation -Band Performance Institution
7. Recognition of financial donations to help the Martyr's Families
8. Appreciation from the Ministry of Culture for taking part in the "Meri Maati Mera Desh" Programme.
9. Appreciation from Symbiosis International University(Deemed University) as a Subject Matter Expert in Course Introduction to Python for preparing the Study Learning Material(SLM) of M.Sc (Computer Application).
10. Appreciation from IIT Bombay for spreading awareness and holding the Student Development Program organized by Sinhgad Institute of Management, Pune in collaboration with Spoken Tutorial, IIT Bombay.

11. Appreciation from AICTE Training and Learning (ATAL) Academy, All India Council for Technical Education for Appreciation for all efforts, support, and association with ATAL Academy for FDP.
12. Appreciation from the Ministry of Education, GoI for valuable contribution to Pariksha Pe Charcha.
13. Recognition for Web Application for Covid-19 status from Kumboj Grampanchayat,
14. Recognition from AICTE & MHRD's Innovation Cell for IIC Innovation Ambassador-Pre-Incubations, Incubation Management and Entrepreneurship Development Program.
15. Recognition from MHRD's Innovation Cell for Institute Innovation Council(IIC) Rating 3.5*Star.
16. Recognition from Copyrights Office- Govt. of India for IPR-Copyright granted for -Computer Software Work.
17. Recognition from the Ministry of Education, GoI for Atal Ranking of Institutions on Innovation Achievements (ARIIA).

File Description	Document
Upload Additional information	View Document

3.4.3

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

Response: 57

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	22	11	06	06

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document

3.5 Collaboration

3.5.1

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

Response: 33

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

4.1.1 Infrastructure

The availability and adequacy of infrastructure and facilities play a pivotal role in enhancing the quality of education and overall development of students. Our institution's infrastructure had ample facilities related to teaching-learning, information and communication technology (ICT), as well as cultural and sports activities.

A. Teaching-Learning Facilities:

Classrooms:

Our institution boasts a well-maintained infrastructure of classrooms. These class rooms are spacious, well-ventilated, and equipped with comfortable seating arrangements. [Adequate lighting and audio aids are available, ensuring an environment conducive to effective teaching and learning].

Computing Equipment:

Laboratories are an integral part of practical learning. Our institution has fully equipped laboratories for MBA/ MCA courses. These laboratories are equipped with modern apparatus, instruments, and safety measures. Regular maintenance is carried out to ensure safety and functionality. We also provide high-speed internet connectivity throughout the campus to support online research and learning.

Library:

Our library is well-stocked with an extensive collection of textbooks, reference materials, academic journals, and e-resources. The library provides a quiet and conducive environment for reading and research. Additionally, our institution offers digital library services too.

B. ICT-Enabled Facilities:

Smart Classrooms:

To enhance the quality of teaching, we have introduced smart classrooms. These modern classrooms enable faculty to deliver dynamic and engaging lessons. Students benefit from visual and interactive learning experiences, improving comprehension and retention.

Learning Management System (LMS):

Our institution employs a robust LMS to support online and blended learning. The LMS serves as a centralized platform for course materials, assignments, communication, and assessment. It enables faculty and students to collaborate and access learning resources from anywhere, promoting flexibility in education.

Wi-Fi Connectivity:

The entire campus is covered with high-speed Wi-Fi connectivity.

C. Facilities for Cultural and Sports Activities:

Cultural Activities:

Our institution have a well-equipped auditorium that hosts cultural events, workshops, and seminars. This spacious facility accommodates a large audience and is equipped with modern sound and lighting systems. Additionally, we have designated spaces for art and cultural clubs to foster creativity and artistic expression among students.

Sports Facilities:

Physical fitness and sports are integral to the holistic development of students. We offer a wide range of indoor and outdoor sports facilities, including a well-maintained sports Cricket ground, basketball and volleyball courts, a table tennis room, and a swimming pool to maintain a healthy lifestyle. We also provide coaching and support to students interested in pursuing sports at a competitive level.

Yoga Centre:

In recognition of the importance of mental and physical well-being, our institution has established a dedicated yoga center. Yoga and meditation classes are conducted regularly to help students manage stress and lead a balanced life.

Gymnasium:

To promote physical fitness, we maintain a modern gymnasium equipped with the latest exercise machines and weights. We at STES's SIOM provide well-maintained facilities for cultural events, a wide range of sports facilities, a yoga center, and a gymnasium to ensure that students can develop physically, mentally, and culturally.

Additional Facilities

Swimming Pool, Cricket Ground and Bus service is also available for students.

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

4.1.2

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

Response: 2.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.28	0	0.0799	0.44	44.62

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

4.2 Library as a Learning Resource**4.2.1**

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

Response:

4.2.1 Library

STES's SIOM central library is an integral part of our educational institution, playing a pivotal role in

facilitating academic and research activities. In today's digital age, the transformation of libraries into more automated, technology-driven hubs is imperative. SIOM focuses on the library's automation and digital facilities with our library, with certain emphasis on the Integrated Library Management System (ILMS-KOHA), e-resource subscriptions. Total 46,975 Book volumes & 8673 Titles are available in the library. The digital library provides access to e-journals, e-books, previous year question papers, open e-resources and NPTEL Videos to all the students and faculties.

1. Integrated Library Management System (ILMS) - **KOHA Library (Open Source) Management Software**

We look forward for an ILMS-KOHA it's a significant step towards modernizing our library. The ILMS benefits, includes:-

Efficient Cataloging and Classification: The ILMS enables automated cataloging, classification, and indexing of library materials.

Online Public Access Catalog (OPAC): The OPAC provides a user-friendly interface for searching library resources. Faculty and students can access it from anywhere, making it convenient to search for books, journals, and e-resources.

Data Analytics: The system collects data on resource usage, helping in collection development and resource allocation based on demand.

1. E-Resource Subscriptions

Our library has made significant investments in e-resource subscriptions, ensuring that students and faculty have access to a wide array of digital materials, including e-books, e-journals, and databases:

Global Reach: E-resources eliminate geographical barriers, granting access to international journals and databases that enrich the research and learning experiences of students and faculty.

24/7 Access: E-resources can be accessed 24/7.

Reduced Environmental Impact: The move towards e-resources promotes sustainability by reducing the need for printed materials.

1. Optimal Utilization of Library Resources

To ensure that our library's resources are optimally utilized, we have implemented several strategies:

User Training: Regular training sessions are conducted to familiarize students and faculty with e-resource platforms, this empowers users to navigate and exploit these resources effectively.

Promotion of E-Resources: The library actively promotes e-resource usage through newsletters, posters, and webinars, creating awareness about the availability of digital materials.

Feedback Mechanism: We have established a feedback mechanism to understand the needs of users better. Based on user suggestions and preferences, we continually enhance our collection and services.

Collaboration with Faculty: The library collaborates with faculty to integrate e-resources. Professors are encouraged to recommend relevant e-resources for courses.

24/7 Accessibility: Our library space offers 24/7 access to study areas and computer terminals, facilitating late-night study and research.

1.Challenges

Despite the progress made, there are challenges such as ensuring equitable access, especially for remote learners, and managing the cost of e-resource subscriptions.

In the future, we plan to have:

Enhance the ILMS with AI-driven recommendation systems for personalized user experiences.

STES’s SIOM focuses on building a digital repository of institution-specific research materials.

The library's automation with an Integrated Library Management System, the provision of extensive e-resources, and the optimal utilization of these resources by faculty and students are integral components of our commitment to academic excellence. This is for empowering our academic community with the resources needed for research, learning, and innovation.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

4.3 - IT Infrastructure

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

SIOM has an excellent IT infrastructure. All Classrooms are equipped with PC and LCD for supporting the teaching and learning Process. the Institute has computer labs for practical understanding of the

subject. These 7 labs are equipped with computers and projector.

The institute has 24×7 Wi-Fi facility in the campus for the student and faculty members to avail internet connection at any place in the college premises and hostel. The Internet Bandwidth of 100 Mbps is available in the Campus. TTML is the Internet Service Provider for the campus.

Summary of PCs –SIOM has computers with higher configuration for teaching-learning process.

Summary of Servers -SIOM 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 – Siom upgrades the systems as per requirement of the university syllabus.

Application Software list – Siom has various applications for the students and teachers to update advance knowledge. The list is attached herewith.

The institute has provided 16 CCTVs for the secured environment in the campus.

Institute is having a biometric machine for taking attendance of faculty and staff members.

Students nowadays have grown up interacting and exchanging experiences on Facebook and Instagram, among other social media platforms. Educational institutions are utilizing social media platforms to engage with alumni and communicate with current students by harnessing the power of various networks and captivating content. Facebook and YouTube are the two primary channels by which the Institute can interact with its students.

To meet the demands of academia and research, the institute has a vast network of 464 computers with 100 Mbps Internet access and Wi-Fi available. Network management, Internet security, and monitoring are done in a centralized server room.

Quick Heal Securite antivirus Server edition protects instiute computers with internet access.

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

4.3.2**Student – Computer ratio (Data for the latest completed academic year)****Response:** 5.33**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 350

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1**

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

Response: 10.92**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
25.72	1.93396	54.39	56.28	104.23

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 66.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
1212	1502	1312	1138	993

File Description

Document

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

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

Response: C. 2 of the above

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

5.1.3

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

Response: 77.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
1456	1762	1440	1331	1185

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

5.1.4

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

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

Response: B. 3 of the above

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

5.2 Student Progression

5.2.1

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

Response: 65.65

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

2022-23	2021-22	2020-21	2019-20	2018-19
456	734	406	435	563

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

2022-23	2021-22	2020-21	2019-20	2018-19
725	1030	720	703	773

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

5.2.2

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

Response: 0.87

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	1	2	0	0

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

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

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

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 3.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
07	05	0	02	02

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

5.4 Alumni Engagement**5.4.1**

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

Response:

SIOMITE – Alumni Association of Sinhgad Institute of Management.

An association of Sinhgad Institute of Management (SIOM) graduates, was formed and registered under Society Registration Act 1860, Maharashtra 1488/2003/Pune, on December 5, 2003. The purpose of the association is to foster a spirit of loyalty and to promote the general welfare of SIOM. SIOMITE exists to support in the fulfilment of the goals and to strengthen the ties between alumni, the community, and SIOM as a whole. The association plays an important role in helping to shape the future of SIOM by representing the views of its members and contributing to building an engaged and supportive alumni community

appropriate to a world class B-School. Its influence and activities are pivotal

in the development of both the alumni community and the experience of SIOM's

students today. An alumni relation is an important part of an institutions

advancement activities for many reasons - Alumni are often in the position to

engage the expertise of the institution in their professional lives. "Our alumni are our ambassadors in 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 College. 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 Alumni Association interfaces between the eminent alumni and the college creating a strong network that helps in nurturing executives who can thrive in a challenging and changing business environment. 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. The Non-financial contribution expected by the Alumni Association:

1. Industry Experts sessions
2. Experiences sharing/Guest Lectures
3. Domain Specific Mentoring Career Counselling Mentoring
4. Summer Project Placement Internships
5. Final placement
6. Establishing Enhancing Industry-Institute Relationships
7. Establishing World-wide contact and social networks

Alumni Mentorship Programme (Non-financial): The program has a broad objective to help the students in preparing for transition from Campus to Corporate in more smoother and effective manner. The characteristics of Alumni Mentorship Programme:

1. Alumni takes up mentorship of few students as per their similar domain area of expertise
2. As per the availability and convenience of Alumni, students can observe / work on live Projects/assignments for a duration of weeks or more.
3. Frequency of the meeting between student and Alumni depends entirely on Alumni and nature of assignments.
4. Students prepare a report and present the entire opportunity and learning experienced during the tenure.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The governance and leadership is on accordance with the vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in institutional governance.

STES provides the authority to articulate academic and operational policies to the IQAC headed by the Director in order to accomplish the vision and mission of the institution. When it is leadership, it is “leading by example” and participation is a bottom-up approach involving all in improving the processes.

Faculty and staff are assigned with the roles and responsibility to work in a harmonious environment with complete transparency. Equal opportunities are provided to faculty members in various educational and administrative committees/cells for encouraging, team- building, budding leadership expertise etc. They are cheered to organize events, seminars, FDPs, industrial tours, guest lectures, conferences etc. and build up their networking with business experts. Likewise, the exam team is responsible for steering the examinations all through the year in effective and crystal-clear manner.

Students are encouraged to be a part of different committees and cells of the Institute and student activities. They play dynamic role as coordinators and organizing members in conducting co- curricular and extracurricular activities like HR Conclave, Entrepreneurship Cell, Cultural events that help in developing their leadership skills and team work.

The Institute believes in autonomy with accountability through strategic policies. The Director of the Institute is assisted by HODs, administrative heads, section in charges and coordinators of various cells in decision making process. IQAC has a well-developed process to ensure quality benchmarks of academic and administrative activities. Necessary actions to be taken are deliberated before and after implementation. Regular meetings are based on meticulous planning, coordinated and agenda-based discussions, entrusting responsibility and follow-up actions.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

In our pursuit of excellence in higher education, we, as an institution, prioritize the effective deployment of our Institutional Perspective Plan. This report provides insights into our policies, administrative setup, appointment procedures and service rules.

Institutional Perspective Plan

Our Institutional Perspective Plan serves as a dynamic guide for our institution's growth and development. Key attributes include:

- **Mission and Vision Alignment:** The plan is closely aligned with our mission and vision, emphasizing specific objectives to enhance educational quality, research, innovation, holistic development, and community engagement.
- **Strategic Goals:** We define strategic goals with clear timeframes, focusing on academic excellence, faculty development, research output, infrastructure improvement, student support, and social impact.
- **Resource Allocation:** To ensure financial sustainability, we allocate resources and optimize their utilization, taking into account the priorities set in the plan.
- **Monitoring and Evaluation:** A robust monitoring and evaluation framework allows us to regularly assess progress towards the plan's objectives

Effective Functioning of Institutional Bodies

1. **Policies and Governance:** We have established a strong governance structure with defined roles and responsibilities for the Governing Council, Academic Council, and various academic and administrative committees. Policies related to these are periodically reviewed and updated to ensure alignment with statutory norms.
2. **Administrative Setup:** Well-trained administrative staff members adhere to clearly defined processes, fostering an environment of accountability and effectiveness.
3. **Appointment Procedures:** The institution follows a rigorous and transparent procedure for appointing faculty and staff members. This procedure includes open advertisements, a multi-tiered selection process, and strict adherence to statutory regulations.
4. **Service Rules and Procedures:** We maintain detailed service rules and procedures for both faculty

and staff, covering areas such as leave policies, performance appraisal systems, and mechanisms for grievance redressal which facilitate a conducive working environment and contribute to the culture.

Evidence of Effectiveness

To substantiate the effectiveness of our institutional perspective plan and the functioning of institutional bodies, we provide the following evidence:-

- **Academic Excellence:** Our consistent improvement in academic results, increased student participation in co-curricular and extracurricular activities, and faculty development initiatives demonstrate the success of our educational strategies. The inevitable fall out of the Covid 19 lockdown, in March 2020, compelled us to shift to online mode of lectures
- **Research and Innovation:** An array of faculty and student research projects, publications, patents, and innovations underscore our commitment to fostering a research and innovation culture.
- **Student and Stakeholder Feedback:** Regular feedback from students, as well as our graduate employability rates, serves as an evidence of our dedication to student well-being and career readiness.
- **Financial Prudence:** Our financial reports reveal our ability to allocate resources effectively and sustainably while maintaining financial prudence.

The Management of the institute is the highest decision-making body on all matters. The Director is assisted by the Academic- in-Charge, teaching, non-teaching staff, and general administration staff.

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

6.2.2

Institution implements e-governance in its operations

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

Response: B. 3 of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution is committed to the performance appraisal, welfare measures and career development of faculties and continuously strives to create a healthy environment for teaching and non-teaching staff, fostering their growth and professional life. This report reflects the Institution's commitment to maintaining high standards and fulfilling its responsibilities to its staff and students.

A) Performance Appraisal System: The institution has implemented a robust Performance appraisal system that aligns with the objectives of enhancing teaching and administrative efficiency. Appraisal system of teaching staff is based on the four parameters of performance, i.e., teaching, self-upgradation, students' feedback, their achievements and research output

This system consists of the following key components:

Regular Evaluations: Annual performance appraisals for teaching and non-teaching staff are conducted, focusing on their teaching methodologies, research, and administrative capabilities.

Objective Metrics: Appraisals are based on well-defined, objective metrics, including student feedback, research publications, administrative contributions, and professional development activities.

Professional Development Plans: Following appraisals, individualized professional development plans are created to address areas of improvement and enhance competencies. o.

Regular Training: Training sessions and workshops are conducted to keep staff updated with the latest pedagogical and administrative trends.

The institution's performance appraisal system, therefore, adheres to best practices and plays a pivotal role in enhancing staff competence and productivity.

B) Effective Welfare Measures:

- The welfare of teaching and non-teaching staff is a priority for our institution. Several welfare measures have been established to ensure their well-being and job satisfaction:
 - Healthcare Facilities: The institution provides health insurance and access to a dedicated medical centre for staff. Regular health check-ups and vaccinations are also organized.
 - Flexible Work Arrangements: Flexible working hours and remote work options are available, enabling a work-life balance.
 - Housing and Transportation: Adequate housing facilities are provided, particularly for staff coming from distant locations.
 - Financial Assistance: The institution offers financial assistance programs for staff facing emergencies or requiring support for higher education.
 - Recreational Activities: Recreational facilities, clubs, and sports events are regularly organized to promote staff camaraderie and relaxation.

C) Avenues for Career Development/Progression:

- o Faculty Development Programs: Regular workshops and seminars are conducted, focusing on pedagogical advancements, research methodologies, and the latest trends in specific fields.
- o Research Opportunities: Staff are encouraged and supported in their research pursuits through research grants, access to well-equipped labs, and collaborations with leading research institutions.
- o Mentorship Programs: Junior staff members are paired with experienced mentors, fostering their professional development and guiding them in their careers.
- o Skill Enhancement Workshops: Workshops on soft skills, leadership, and technology are regularly organized to improve staff's competencies.
- o Lateral Entry Opportunities: Non-teaching staff are provided opportunities to advance within their departments or explore lateral entry into other areas of interest.

The institution's commitment to career development and progression is evident through these structured avenues that empower staff to reach their full potential.

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

6.3.2

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

Response: 3.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	0	0	1	2

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

6.3.3

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

Response: 55.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
121	102	41	109	102

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

2022-23	2021-22	2020-21	2019-20	2018-19
83	82	90	96	102

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The main motto of resource mobilization and utilization of resources is to put the Institute at standard with a view to achieving the best quality teaching and unique quality of students. There is an effective mechanism for conducting Internal and external audit.

External Audit : As a part of the Society the accounts department of the Institute are audited by Chartered Accountants regularly as per as per the provisions of Societies Registration Act and a Bombay Public Trusts Act) at the end of every financial year. Whenever there are additional expenses over and above the

budget proposals, special sanction is to be taken from the approval authority of the management.

Internal Audit : The Accounting and Auditing Committee from Central Office of the Society looks after the internal audit at the end of every year and it is presented to the certified Chartered Accountant. The purpose of internal audit is to provide an objective source of information to the management with a view to the efficient conduct of activities of the institute, safeguarding assets, preventing and detecting fraud and other unlawful acts, completeness & accuracy of financial records, and timely preparation of financial statements.

The Institute looks after planning and tracking of all financial activities. Based on the requirement and budget given by various HODs, director's office reviews the budget and forwards it to Local management committee (LMC). Further after the review of LMC it is forwarded to Governing Body (GB). After approval of GB budget is allocated to respective sections/ departments. The management has appointed financial consultants and internal auditors for statutory audit and monitoring the financial transactions. Financial budget for the next FY is prepared taking into consideration the cost and income.

Sufficient funds are allocated for effective teaching-learning practices that include training programs, orientation programs, workshops and interdisciplinary activities. Some funds are utilized for community development and CSR activities.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

We recognize the importance of staying ahead in the ever-evolving field of education. Best practices are not just a part of our institutional culture but also the very foundation of our educational approach. We firmly believe that our commitment to best practices has contributed significantly to our mission

IQAC has been constituted since 21 st August 2017 in accordance with Director Sir. The primary aim of which is to develop a system for conscious, consistent and catalytic action to enhance the quality in academic and administrative performance of the institution. It specially focuses on academics, training and employment, research and development, entrepreneurship, innovation and incubation and simultaneously building a robust infrastructure. The IQAC meets periodically to plan, implement, and

evaluate various activities of the Institution through a qualitative monitoring and feedback system to ensure that the practices designed are accordingly incorporated.

The role of this committee is enlisted as:

- Guidelines for mentoring the students
- Developing infrastructure
- Blended Learning and use of Technology
- Effective and smooth functioning of academic and administrative teams
- Library enrichment

Significant improvements have been made by institutionalizing the following initiatives and implementing periodic reforms by the Institute like:

- Regular Academic monitoring and audit
- Conducting student development programs like technical, soft skills and behavioural training
- Continuous evaluation and assessment of students
- Offering internship and employment opportunities
- Promoting faculty development and up-gradation through various skill development programs in alignment with current market trends (knowledge sharing session)
- Promoting Research and development among students and faculty
- Innovation, Incubation and Entrepreneurship programs and workshops are being conducted.
- Digitization of the library

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

6.5.2

Quality assurance initiatives of the institution include:

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

such as NAAC, NBA etc.

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The Institute is a co-ed college. The management provides equal opportunities to all, irrespective of class, creed, gender etc. It is carried out in following ways:

- Sinhgad Institute of Management has organised programmes, seminars, workshops on gender equity and sensitization such as Nirbhay Kanya Abhiyan, Women's safety at work, Gender Equality and also celebrated Women's Day and Men's Day. Institute has also organized Stree Shakti Lecture series every year to motivate all women's in the society.
- One of the main issues confronting society today is gender equality. The institute often runs initiatives aimed at promoting gender parity. Invited guest speakers on a topic that emphasizes the value and contributions of women in society are asked to speak. These speakers come from prestigious fields and share their experience towards the gender sensitivity.
- The Sinhgad Institute of Management is dedicated to establishing and upholding a culture free from sexual harassment, gender-based discrimination, and all types of gender violence. And in order to address this, the Institute established the "Prevention of Sexual Harassment Committee at the Workplace."
- Everyone is given equal chance to participate in a variety of activities at the institute. There is no discrimination (based on gender, caste, or religion) in the recruitment or nomination of faculty members for various academic and administrative bodies.
- At present 51% of faculty members are women employees and 30% students are girl students in the institute. This shows a healthy percentage and representation of women in the Human Resources of the Institute.
- Special programs are organised for Girl Students such as Stree Shakti Lecture series. These kinds of activities support female students in developing their mental and physical strength.
- The girls and boys are equally participating in sports i.e Cricket, Badminton, Chess, Volley ball etc. as well and represent the Institute in different competitions at different levels.
- Creating a safe environment in the institute is the key responsibility of security officers who are deployed 24x7 hours at different entry points of the institute. The security officers deployed at the gate allow the students, visitors and staff after the verification of Identity cards.
- The entire campus of the institute is under CCTV surveillance. The site is secure because security staffs at the estate office constantly watch CCTV. The girls' Hostel is under control for female wardens and strictly rules and regulations are followed.
- Sinhgad Institute of Management celebrated the "National Day of the Girl Child" with a focus on empowering young girls. Students received valuable information about various government schemes and bank schemes such as Ladli Scheme and Beti Bachao Beti Padhao, designed to

support and uplift girl children. By spreading awareness about these initiatives, SIOM contributes to the advancement and well-being of girls in the community

File Description	Document
Upload Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: B. 3 of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

Institute is taking efforts / initiatives in providing an inclusive environment.

Culture

The greatest learning opportunities for students are provided by their involvement in and management of the Institute's cultural events. Our college hosts exciting cultural programs that give our students a stage on which to showcase their artistic abilities. Sports and other activities that support or improve pupils' towards social development and enjoyment are examples of cultural activities. "Sinhgad Karandak" is a nationwide event that is organized by Sinhgad Institutes. Mr. and Miss Sinhgad, a fashion show, street play, singing, dancing, and sports are all part of the events. At the Institute, students participate in Traditional Day celebrations by dressing in traditional clothing that represents their native places or specific cultures of their choices.

Multiculturalism is the coexistence of diverse cultures in a society. One example of multiculturalism in India is the Jewish community. The Bene Israel community is one of the oldest Jewish communities in India, and they have been living in the Konkan region of Maharashtra for centuries. Dr.Daniel Penkar, a member of the Bene Israel community, has been instrumental in promoting the community's culture and heritage.

Linguistic

A sense of communal unity is fostered via celebrations such as Hindi Diwas, Marathi Bhasha Diwas, Teachers Day, Ganesh Festival, and Navratri Festival, which are respected and enjoyed by both students and staff members. Marathi Bhasha Diwas: In honor of the distinguished poet, dramatist, and novelist V.

V. Shirwadkar, Marathi Bhasha Diwas is celebrated annually on February 27 through a variety of activities.

Days of National Importance

Every year on January 26 and August 15, respectively, the Institute celebrates Republic Day and Independence Day by holding events that emphasize the value of the Indian Constitution, commemorates the fight for freedom, and honor those who gave their lives in defense of the country. Each and every student, as well as the non-teaching staff, takes part in major national celebrations.

Communal and Socio-economic Activities

The institute participates in a variety of socio-economic initiatives in addition to cultural events. While e-waste management initiatives provide for the proper disposal and support of electronic trash, the Green Cell project organizes Tree Plantation Drives to raise environmental awareness. Over 400 students and all faculty members were encouraged to participate in an eye check-up campaign to raise awareness of eye health issues and to learn more about it. Under the direction of Dr. Daniel Penkar, Director SIOM, the institute organized a sweet distribution event at "The Poona School & Home for the Blind Trust" on Republic Day as part of its commitment to making a good social impact. This was a touching display of inclusivity and kindness. In addition, Blood Donation Camp was held on January 17, 2023, and ninety blood donations were made by eager donors.

Constitutional Obligations: values, rights, Duties and responsibilities

Sinhgad Institute of Management is a prime example of its commitment to advancing human rights consciousness, gender equality, and social empowerment—values that are fundamental to the development of intelligent, socially conscious, and constructively contributing members of society. A human rights workshop was arranged as part of the organization's ongoing commitment to social awareness.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1

Students Skills Training & Transformation Program (STTP)

The STTP is a comprehensive initiative that prepares students for the industry, emphasizing interview and placement skills. The program includes a tailored syllabus to enhance soft skills, with four weekly lectures per division. Interactive activities foster active participation and learning. Mock interviews offer hands-on experience, allowing students to identify areas for improvement, while faculty guidance helps them address their weaknesses effectively.

TITLE OF THE PRACTICE

Students Skills Training & Transformation Program (STTP)

OBJECTIVES OF THE PRACTICE

1. Equip students for the industry, focusing on interview and placement skills.
2. Enhance soft skills through a tailored syllabus.
3. Foster active participation and learning through interactive activities.
4. Provide hands-on experience with mock interviews.
5. Facilitate effective addressing of identified weaknesses with faculty guidance.

THE CONTEXT

Contextual features in designing the STTP included the need to bridge the gap between academic knowledge and industry requirements. To address this, the program was crafted to accommodate diverse learning styles, and faculty expertise was enhanced to align with current industry practices.

THE PRACTICE

The uniqueness of the STTP in the context of Indian higher education lies in its customized syllabus and emphasis on fostering soft skills through interactive activities. However, constraints were faced, notably limited resources such as faculty time and infrastructure, which posed challenges during implementation.

EVIDENCE OF SUCCESS

The success of the STTP is evident in improved student performance during interviews and placements, surpassing predefined benchmarks. The results indicate that the program effectively bridges the gap between theoretical knowledge and practical industry requirements.

PROBLEMS ENCOUNTERED

At the start of the implementation, there were challenges because some students were introvert and came from rural background, which made them hesitant to join in activities. They were not very willing to take part in communication and skill development activities. However, with the continuous efforts of the faculty, we successfully encouraged the students to participate more actively and aggressively.

NOTES (OPTIONAL)

To adopt the STTP successfully in other institutions, customization based on the specific context is crucial. Emphasizing more participation of the students from different societal backgrounds and incorporate engaging activities enhance the program's effectiveness.

Best Practice 2:

Title of the Practice: ICT Based Teaching Learning:

Moodle Learning management system (LMS), Google Classroom, Thin client and Virtualization lab, MOOCs (SPOKEN TUTORIAL, NPTEL, Coursera), Bodhi Tree, ATAL Ranking of Institutions on Innovation Achievements (ARIIA). Poster presentation competition, Educational ERP: BitSmith Classroom, Work Shop on NEP-2020: Adoption of Multiple Entry and Exit, ICT enabled online examination and learning assessment system.

Objective of the Practices:

- 1.To Enhance the Moodle platform is to facilitate and engaging online learning practices experiences, fostering student involvement and increase successful dynamic learning outcomes.
- 2.To Improve examination efficiency through ICT tools like Moodle(LMS), Google Classroom, Thin client, and Virtualization lab.
- 3.To Empower learning with MOOCs (SPOKEN TUTORIAL, NPTEL, Coursera) and innovative platforms like Bodhi Tree.
- 4.To Foster innovation culture with ARIIA ranking, poster competitions, and BitSmith Classroom for streamlined education & administration.
- 5.To Align education with NEP-2020 through workshops on Multiple Entry and Exit strategies.
- 6.To Create a dynamic, tech-savvy educational environment for holistic development

The Context:

Implementing a robust ICT-enabled examination and assessment system using platforms like Moodle(LMS), Google Classroom, and Thin client with Virtualization lab. Incorporating SPOKEN TUTORIAL, NPTEL, Coursera, Bodhi Tree, ATAL Ranking of Institutions on Innovation Achievements (ARIIA). Organizing a poster presentation competition and utilizing BitSmith Classroom for Educational ERP. Conducting a workshop on NEP-2020 to explore the adoption of Multiple Entry and Exit strategies in education.

The Best Practices:

Leveraging cutting-edge educational technologies, our institution has embraced a comprehensive approach to enhance learning experiences. Implementing an ICT-enabled examination and assessment system through Moodle(LMS), Google Classroom, and a Thin client with a Virtualization lab ensures seamless and secure evaluation processes. The integration of SPOKEN TUTORIAL, NPTEL, Coursera and the use of Bodhi Tree contribute to interactive and engaging learning environments. Our commitment to innovation is reflected in our participation in the ATAL Ranking of Institutions on Innovation Achievements (ARIIA). Additionally, organizing a poster presentation competition fosters creativity among students. The adoption of BitSmith Classroom for Educational ERP streamlines administrative processes. To align with the evolving educational landscape, our institution conducts workshops on the National Education Policy 2020, emphasizing the implementation of Multiple Entry and Exit strategies to cater to diverse learning needs. These best practices collectively shape a dynamic and forward-thinking educational ecosystem.

Evidence of Success:

The success of our best practices is evident through various key indicators. The implementation of the ICT-enabled examination and assessment system has resulted in streamlined processes during before and after pandemic, reducing administrative burdens and ensuring the integrity of evaluations. The integration of Moodle(LMS), SPOKEN TUTORIAL, NPTEL, Coursera and Bodhi Tree has led to increased student engagement and proficiency in advanced topics. Our institution's high ranking in the ATAL Ranking of Institutions on Innovation Achievements (ARIIA) reflects our commitment to fostering an innovative environment. The poster presentation competition has witnessed enthusiastic participation and showcased remarkable creativity. The adoption of BitSmith Classroom for Educational ERP has improved administrative efficiency. Workshops on the National Education Policy 2020 have empowered educators to adapt to evolving pedagogical approaches, demonstrating our commitment to staying at the forefront of educational advancements.

Problems encountered and resources required:

Encountered challenges include technology integration issues, necessitating skilled IT support. Maintaining engagement in virtual platforms requires additional resources for interactive content creation. Ensuring equitable access to technology poses a challenge, requiring investment in infrastructure. Continuous training for faculty and staff is crucial. Adequate technical support, financial resources, and training programs are essential to overcome these challenges successfully.

Outcome:

Moodle optimizes the Learning Management System (LMS) for efficient administration and enriched learning with MOOCs such as SPOKEN TUTORIAL, NPTEL, Coursera, and Google Classroom. The platform also ensures enhanced accessibility through Thin client and Virtualization lab. The result: Over 7000 students gained knowledge, contributing to successful placements, reaffirming Moodle's commitment to dynamic, engaging lessons and positive learning outcomes.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Research, Innovation & Incubation and entrepreneurship Development

Objectives

1. To Enhance the Research, Innovation & Incubation and develop entrepreneurship skills among students
2. To create intellectual property, raise awareness on the rights to creation and invention, and legal understanding of IPR among all through workshops and training programs.
3. To participate actively in national initiatives such as the Smart India Hackathon to develop problem-solving skills among students.
4. To elevate the institution's standing nationally through consistent participation in the National Institutional Ranking Framework (NIRF)
5. To foster a culture of innovation and creativity among students through the Institution's Innovation Council (IIC).
6. To cultivate a vibrant, start-up ecosystem by establishing and promoting SIOM Incubation Centre.

List of Cells Instituted for the Promotion of Research, Development, Innovation, and Entrepreneurship Development.

1. IPR Cell
2. Research Cell
3. Innovation Cell
4. Start-up Cell

Over the past five years, our institution has taken significant strides in fostering a culture of innovation, and nurturing entrepreneurship through the diligent efforts of the above cells. This comprehensive approach has not only created awareness but has also helped shape their academic journey.

The IPR Cell has been instrumental in raising awareness about patents, copyrights, and trademarks. Through workshops and seminars, the cell has educated stakeholders about the nuances of patent filing processes and the importance of safeguarding intellectual property. The focus on software project copyrights underscores our commitment to instilling ethical practices in the rapidly evolving digital landscape.

Currently, we are actively engaged in the development phase of a pioneering scientific computing system tailored for the “**organic multilingual framework for sustainable agriculture ecosystem**”. This ongoing innovation is intricately designed to optimize farming practices through data-driven insights, precision agriculture, and advanced analytics. By integrating cutting-edge technologies, our work aims to revolutionize decision-making processes, improve resource allocation, and enhance the overall sustainability of agricultural practices.

Simultaneously, the Research Cell has played a pivotal role in empowering faculty and students to understand their rights in publishing research papers and books. Collaborations with various UGC-approved and Scope Journals have facilitated the dissemination of valuable knowledge. By instilling a sense of ownership over their intellectual contributions, the cell has contributed to the academic and research excellence of the institution.

The cornerstone of our innovation initiatives lies in the Institution's Innovation Council (IIC), a dynamic platform encouraging students to channel their creativity into innovative projects. The council provides

essential resources and guidance, fostering a culture of innovation and problem-solving. The IoT and Robotics Demonstration, exposes students to emerging technologies, preparing them to be future entrepreneurs.

Our commitment to nurturing entrepreneurial skills is further evident in the Business Idea Presentation Competition during Innovation Day celebrations. This platform allows students to pitch their innovative concepts, providing invaluable mentorship to transform ideas into viable ventures. The Innovation Ambassador Training Program equips students with essential skills, fostering a culture of self-reliance and initiative, vital for leadership in the innovation ecosystem.

Participation in the Smart India Hackathon showcases our dedication to real-world problem-solving. Students apply technical skills to address national challenges, enhancing their problem-solving abilities and fostering networking—a critical aspect of entrepreneurial success. The Poster Presentation Competition on Intellectual Property educates students about legal and ethical facets, ensuring their ventures are built on integrity and respect for intellectual property.

Under the Start-ups Cell, the establishment of the SIOM Incubation Centre, marked by the Student Start-up Ideation Conclave and the inauguration of "Udbhavana," provides a dedicated space for students to nurture their start-up ideas. The incubation centre offers mentorship, resources, and a supportive environment essential for start-up growth.

Our commitment to fostering entrepreneurship is further exemplified through the promotion and support of Start-up with BitSmith & Crayod Market Research Pvt. Ltd. Education ERP implementation for administration and software development internships underline our dedication to practical application and real-world impact.

Outcome:

Over the past 5 years, our institution has achieved remarkable outcomes across various domains. The Intellectual Property Rights (IPR) Cell has played a pivotal role, successfully filing 4 patents, currently working on **“organic multilingual framework for sustainable agriculture ecosystem”** with an aspect to science and technology, Society obtaining 1 grant, and publishing 3, while also securing 15 software copyrights in 2022 & 2023 and 2 trademarks. The Institution Innovation Council (IIC) garnered significant recognition with a prestigious 3.5*(Star) Rating in 2023. Our Start-up Cell has been instrumental in launching two thriving ventures - BitSmith and Crayod Market Research Pvt. Ltd.

Additionally, the collaborative efforts of our institution have resulted in the publication of 213 research papers in UGC CARE-listed journals by both rural area students and faculty. Noteworthy is the consistent increase in research output, with 32 papers in 2019, 40 in 2020, 24 in 2021, and a remarkable 53 and 64 papers in 2022 and 2023, respectively. The institution has also actively fostered 2 start-ups, showcasing a commitment to entrepreneurship. Furthermore, our extensive network is evidenced by 36 functional MoUs/linkages with institutions/industries in India and abroad, facilitating internships, on-the-job training, student/faculty exchange, and collaborative activities. This comprehensive approach underscores our institution's dedication to excellence in innovation, entrepreneurship, and research.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

In light with NEP 2020's suggestions, SIOM modified its goals and objectives and began preparing for an interdisciplinary, multidisciplinary, choice-based, and outcome-based credit system of education that would center on applied technology-based careers for students.

Institute is connecting student and industry through 'Campus to Corporate' activities, by inviting various industry experts. In addition to academic endeavors, teachers advise students to improvise on scientific, managerial, technological, social, and personal skills through the "Mentor and Mentee" programs. Good academic performance in university exams, outstanding placements, excellent instructors, and the best facilities all contribute to students from surrounding cities and other Indian states choosing SIOM for their high-quality education.

The Director, as the Head of the Institute, plays a vital role in providing leadership, direction and coordination for the growth of the institute by achieving all quality benchmarks, overseeing academic plans and forging a strong bond between the institute, industry and other stake holders.

In addition to the above STES Sinhgad Institute of Management is allocated the responsibility of overseeing, developing and managing Sinhgad Data Centre tasks comprising of various digital solutions and impactful digital presence to be offered to the 85 schools and colleges under STES. Through this contribution, SIOM gets an opportunity to provide digital solutions as a service to STES and its associated trusts. Students of SIOM also get the exposure and the platform to get mentored and showcase their digital skills.

STES SIOM also contributes to Identity Management of students as stakeholders under STES and is also instrumental in KOHA Software Roll-out an effective Library Management Software across 52 institutions of STES.

Concluding Remarks :

Its dedication to holistic growth and excellence in education is exemplified by the Sinhgad Institute of Management. We have examined several facets of our organization in our Self-Study Report (SSR), highlighting areas for improvement, addressing issues, and rating its strengths. It is clear that Sinhgad Institute of Management has made great progress toward offering high-quality instruction, encouraging innovation and research, and maintaining a supportive learning environment. Our students' entire development has been aided by our committed faculty, cutting-edge facilities, and industry-aligned curriculum.

Based on the inputs received from industry partners, educators, and students has been crucial in creating our procedures and regulations. We recognize the outstanding work that our staff and professors have done to uphold academic integrity, promote a culture of research, and see to it that our students are taken care of. To satisfy the changing needs of the educational landscape, we are aware that constant improvements and modifications are necessary. In order to further raise the bar for our institution, our SSR has highlighted important areas for development, and we are dedicated to putting the suggested adjustments into practice.

To sum up, the Sinhgad Institute of Management is well-positioned for sustained prosperity and expansion. We

continue to be unwavering in our quest for greatness because we are passionate about teaching and dedicated to creating professionals who are capable, moral, and socially conscious. In addition to being a contemplative text, this SSR acts as a guide for our upcoming activities, reaffirming our commitment to ongoing development and the well-being of our academic community.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification : 92 Answer After DVV Verification :34</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1244</td> <td>966</td> <td>1200</td> <td>851</td> <td>668</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1244</td> <td>966</td> <td>1200</td> <td>829</td> <td>668</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	1244	966	1200	851	668	2022-23	2021-22	2020-21	2019-20	2018-19	1244	966	1200	829	668
2022-23	2021-22	2020-21	2019-20	2018-19																	
1244	966	1200	851	668																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
1244	966	1200	829	668																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 1123 Answer after DVV Verification: 1120</p>																				
2.1.2	<p><i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>330</td> <td>356</td> <td>359</td> <td>376</td> <td>300</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	330	356	359	376	300	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																	
330	356	359	376	300																	
2022-23	2021-22	2020-21	2019-20	2018-19																	

310	335	316	312	262
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2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
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2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
31	30	28	23	26

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
25	29	28	23	26

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10.55	22.67	6.33	1.02	17.92

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.1892	0	0	0	0

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

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

Answer before DVV Verification:

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

37	29	25	30	13
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
35	26	23	29	12

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
64	53	24	40	32

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
36	14	19	13	04

Remark : Value updated as per the supporting documents.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
75	58	70	38	25

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
32	17	43	04	21

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
25	52	21	26	22

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	22	11	06	06

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

Answer before DVV Verification : 36

Answer After DVV Verification :33

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1.28	0	0.20	0.44	44.62

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.28	0	0.0799	0.44	44.62

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

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

Answer before DVV Verification : 350

Answer after DVV Verification: 350

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
91.47	10.64	105.15	166.61	226.07

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
25.72	1.93396	54.39	56.28	104.23

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
468	753	431	449	587

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
456	734	406	435	563

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

Answer before DVV Verification:

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

5.3.1 **Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as**

one) during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	9	0	3	11

Answer After DVV Verification :

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

5.3.2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
59	57	0	31	34

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
07	05	0	02	02

6.2.2

Institution implements e-governance in its operations

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Values updated as per the supporting documents.

6.3.2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	0	0	1	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	0	0	1	2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
124	113	42	112	102

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
121	102	41	109	102

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
83	82	90	97	105

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
83	82	90	96	102

6.5.2 **Quality assurance initiatives of the institution include:**

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

	<p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above</p>
7.1.2	<p>The Institution has facilities and initiatives for</p> <ol style="list-style-type: none"> 1. Alternate sources of energy and energy conservation measures 2. Management of the various types of degradable and nondegradable waste 3. Water conservation 4. Green campus initiatives 5. Disabled-friendly, barrier free environment <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: B. 3 of the above Remark : Values updated as per the supporting documents.</p>
7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>1655</td> <td>1904</td> <td>1806</td> <td>1703</td> <td>1725</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>1866</td> <td>2074</td> <td>1886</td> <td>1723</td> <td>1725</td> </tr> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	1655	1904	1806	1703	1725	2022-23	2021-22	2020-21	2019-20	2018-19	1866	2074	1886	1723	1725
2022-23	2021-22	2020-21	2019-20	2018-19																	
1655	1904	1806	1703	1725																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
1866	2074	1886	1723	1725																	
2.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 205 Answer after DVV Verification : 172</p>																				
2.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>75</td> <td>80</td> <td>89</td> <td>93</td> <td>112</td> </tr> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	75	80	89	93	112										
2022-23	2021-22	2020-21	2019-20	2018-19																	
75	80	89	93	112																	

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
62	69	81	84	111