SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

SURYADATTA INSTITUTE OF BUSINESS MANAGEMENT AND TECHNOLOGY

SURYADATTA EDUCATION FOUNDATIONS BUILDING NUMBER A-1, SHRI GANESH, SURVEY NUMBER 342 BAVDHAN, PUNE
411021
www.sibmt.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Suryadatta Education Foundation (SEF) is a Charitable Trust registered under the Bombay Public Trust Act 1950. It is a Jain Minority self-financed Institution. Professor Dr. Sanjay B. Chordiya, with the blessings of his parents, Late Smt Ratanbai Chordiya & Late Shri Bansilalji Chordiya, established Suryadatta Education Foundation in the year 1999 in Pune, popularly known as Oxford of the East.
Suryadatta Education Foundation was established with the fundamental objective of "Enriching Careers and Enhancing Lives". SEF operates various academic institues one of which is SIBMT.

Suryadatta Institute of Business Management & Technology (SIBMT) is Affiliated to Savitribai Phule Pune University and approved by AICTE & Govt. of Maharashtra, recognized by Ministry of HRD, Govt. of India. (Approval letter no. 07/08/MS/MBA/010 | Govt. of Maharashtra GR No. TEM-2012/Pra. Kra. 98 (Part 1)/Tanshi 4)

SIBMT offers the Savitribai Phule Pune University (SPPU) Affiliated 2 years full time MBA with Major & Minor (optional Specialization). It also poffers MCA & Ph.D programmes. MBA & MCA are recognized by AICTE.

Vision

To nurture leaders and social change agents through holistic and transformative academic programmes aligned with national priorities and global needs.

Mission

To facilitate the development of innovative, ethical, futuristic leaders, managers and entrepreneurs, rooted in Indian values and capable of harnessing change in a globalised, digital and competitive environment.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Financially strong management

2. Legacy of existance of more than 24 years

3. Strong social orintation

4. Physical location of the institute

5. High Brand recall

Institutional Weakness

Need to enhance the following aspects-

1. Internationalization

2. Research culture

3. MDP & consulting

4. Research grants

5. Online course offerings

Institutional Opportunity

Following opportunities are identified based on the changes ushered in by the NEP-

1. Offering academic programmes in online and blended mode

2. Strengthening innovation and incubation cell

3. Netwroking with industry for MDP & consulting

4. Undertaking research projects

5. Introducing cross functional programmes

6. Digitalization

Institutional Challenge

Following are the challenges faced-

1. Delay in admissision due to DTE & CET policies and procedures

2. Imbibing research culture amongst students and faculty

3. Partnering with alumni on a consistent basis

4. Growth of private universities

5. Incoming quality of students

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Being an affiliated institute with the Savitribai Phule Pune University (SPPU), Suryadatta Institute of Business Management and Technology (SIBMT) implements the curriculum as prescribed by the SPPU University, Pune. Adhering to the SPPU's Academic Calendar, the institute designs its customized detailed academic calendar and timetables before the commencement of the session for smooth and effective teaching & learning. Each department allocates the subjects to the teachers, as per their specializations and expertise. The detailed Induction Program elaborates institutional policies to the newly admitted students and Continuous Internal Evaluation of subjects is done by the faculty members through innovative pedagogies and techniques. The institute offers multiple value-added courses, certification programs and programs on contemporary and skill-oriented themes which are executed and designed by faculty members in consultation with external experts. Along with the regular curriculum, the institute also focuses on cross-cutting issues like gender equality, environmental sustainability, human values, and ethics. The Summer Internship Program and Industrial Visits are a part of experiential learning activities and are carried out to enhance the skill sets of the students. These practices give exposure of the Industry and their working culture to the students. SIBMT has a well-structured feedback mechanism, which is periodically collected from various stakeholders, analysed and incorporated in subsequent academic cycles. Feedback system serves as a tool for reviewing & re-designing the academic processes, curriculum, placements and ambiance & infrastructure.

Teaching-learning and Evaluation

Suryadatta Institute of Business Management and Technology is a Jain Religious Minority Institute. It admits students as per the approved sanctioned strength and reservation policies of the Government of Maharashtra (Director of Technical Education). The faculty members are committed and dedicated, full of potential to achieve higher academic growth. The teachers experiment and employ varied inclusive approaches to cater to diverse learners. These approaches include experiential learning, counselling sessions, classroom activities/interactions, remedial/tutorial sessions, and peer learning. The teachers augment the conventional teaching method with ICT-based tools & techniques which are integrated with innovative pedagogies like flipped classrooms, blended learning, real-world applications, case discussions, role plays, and research projects. Special talks, conferences/seminars, workshops, projects. Panel discussions are organized to provide experiential learning, and advances in research. The gaps between the teaching-learning process and the expected outcomes are identified and accordingly, various student-centric methods are proposed to enhance the learning experience. Experiential Learning, Participative Learning, and Problem-Solving Methodologies are being implemented based on the nature of the courses. Various innovative formative assessment tools aiming at the holistic development of students are implemented regularly. Continuous Internal Evaluation is done in a transparent and fair manner. Institute adheres to the SPPU academic & examination calendar and embraces the reforms therein.

Research, Innovations and Extension

The Institute focusses on research & innovation. The Institute promotes enhancement of research skills and

research publications. Several teachers have completed their Ph.D. & other higher qualifications and quite a few are pursuing Ph.D. The institute has a recognized research centre under SPPU where some teachers are approved Research Guides. Some of the teachers are also supervising doctoral scholars. The institute has conducted several FDPs, Workshops, Seminars, Conferences, and Orientation Programs for faculty members and students to enrich the research & innovations. Institute periodically conducts workshops on Intellectual Property Rights (IPR) and Entrepreneurship Development. The faculty members also participate in the FDPs, and Certification Program organized by AIMS, IIM, and other institutes of national repute. The Faculty Members write and publish research papers in national international conferences, UGC Care-listed National & International Journals. The Institute publishes research papers & articles of the faculty members and students in its own Research Journal 'Surya-The Energy'. Faculty members of the institute have published books in the area of their specialization with reputed publishers. For conducting research work, the faculty members use online databases such as DELNET, ProQuest, and the latest research tools like AMOS Software. The student volunteers with the help of faculty members take the initiatives to regularly organize extension activities, and awareness campaigns on various social, health & environmental issues. The extension activities organized for the neighbourhood communities provide the platform for the holistic development of the students.

Infrastructure and Learning Resources

The institute's campus is a fine blend of the modern and traditional aspects. The campus is designed to not only provide the basic learning infrastructure in terms of classrooms, syndicate rooms, tutorial rooms, library, computer labs but also to provide sports, fitness and yoga facilities etc. The Institute also has an ample open learning places to create a unique ambiance that stimulates peer and group learning experiences. The Institute has been constantly augmenting its infrastructure and physical facilities to enhance the quality of the teaching-learning process. All the classrooms, computer labs, conference hall, and seminar rooms are IT-enabled with projectors and screens. The collection in the library comprises several books, including textbooks, reference books, encyclopaedias, dictionaries and various National & International Journals. The Institute has well-equipped labs with adequate student computer ratio. The students attend practical sessions and assignments which serve global outreach platform for students to compete at National & International level. The total lab area is of 257 sq. meters. The library is partially automated, using the SLIM21 library management software. It also provides a Web OPAC facility for all the users of the library. The library has an online database like DELNET and ProQuest which is user-friendly and provides easy access to resources for students and faculty. The entire campus is Wi-Fi enabled with a speed of 100 MBPS. The housekeeping team maintains cleanliness & hygiene inside the building.

Student Support and Progression

SIBMT is a student centric institute for nurturing students & shaping careers. It offers various schemes for capability enhancement such as alumni & industry mentorship, student training programs, value added courses etc. Financial assistance is provided in the form of Govt. Scholarships and Non-Govt. Scholarships & institutional scholarships. The Govt. Scholarships are provided according to the Govt. of Maharashtra's Scholarship Schemes like Samaj Kalyan Scholarships. Students from SC/ST, VJ, SBC, OBC, NT, and EBC receive scholarships from the Social Welfare Department. The Institute organizes Student Centric Activities, Capacity Building Program, and Knowledge Series with the motive to enhance & cherish their Soft skills, ICT Skills, other Technical skills, and Life skills. SIBMT also offers career counselling sessions to the students. The institute has a fully operational Student Grievance Cell, Women Sexual Harassment Cell (Internal Complaint Committee), Anti Ragging Cell, and Student Council Cell comprised of the head of the institute, head of all

departments, senior faculty members, and Student Representatives. All committees work towards guiding & counselling student and resolving issues if any. The compositions of all the committees are displayed on Institute's website. The institute has been providing placement of outgoing students. The earn-and-learn scheme is implemented in the institute. Students are encouraged to participate in extracurricular and co-curricular activities such as technical fests, cultural events, sports events, etc. The institute organizes Alumni Meet every year. Institute provides excellent platform for holistic development of students that enables them to win awards at National & International levels.

Governance, Leadership and Management

SIBMT believes in holistic development of the students and faculties to achieve excellence in management and technical education. The institute focuses on governing measures for efficient management practices. In order to achieve excellence in academic performance, leadership responsibilities are divided at central, institutional and departmental levels. Under the leadership right from Chairman, CEO & Group Director and Dean a responsibilities are delegated. The top management of the institute has always been eager to deploy the participative management approach to ensure a progressive policy at the institute. The faculty team is entrusted with the responsibility of various committees. The students also get an opportunity to demonstrate their management skills, which in due course inculcates a sense of leadership among them. The institute has well organised IQAC which plays instrumental role in taking decisions. The institute monitors & evaluates policies, plans formed by IQAC for effective implementation and review of the standard process. The institute adopts quality management strategies in all academic & administrative aspects. The Governing Body, CDC, IQAC, and other statutory & non statutory committees of the Institute are functional. The effective control system is reflected through the financial & Academic Audits and actions taken consequently. The Institute's collective effort of transparent Governance, innovative teaching-learning practices, research inclination, concurrent evaluation process, placement support, and progressive student development approach leads to the attainment of its Vision & Mission.

Institutional Values and Best Practices

SIBMT has taken multiple measures to instil a sense of values and social responsibility among the students. The College makes conscious efforts to establish an inclusive and cohesive environment. SIBMT adopts a unique value system, transparent work culture in academic excellence which is evident through its various social drives, best practices & initiatives that make it unique & distinct. The Institute celebrates days and events of regional, national and international importance so that the students imbibe the right values and learn about their culture. Gender equity and sensitization is incorporated into students' life through activities as has been described in the Gender Sensitization Action Plan. In the past few years, gender parity in student enrolment and gender inclusivity on the campus has been attained through Women Development Cell, Centre for Social Innovation, Outreach Programme Committee, and other societies. Environment sustainability and inclusivity is practiced as well as awareness created amongst students through activities so that they imbibe these practices in their life. SIBMT is committed to an eco-friendly campus through recycling and managing its degradable and non-degradable waste. The College also has solar panels and a water harvesting plant. SIBMT ensures a barrier-free environment for differently-abled students.

Some of the best practices are: Experiential Learning events such as Brand-Mela, State-Expo, Mega-Expo, E-Mega-Expo, WOW (Windows of the World), and Mock AGM. This practice provides the learners with a thorough exposure to real-life business aspects; **Techfest 2022 -** This practice provides a platform for the

learners for applying knowledge to solve complex computing problems.

The **Institute's Distinctiveness lies in its variety of Edu-Socio Connect Initiatives i**n line with the Vision and Mission of the institute so that we can be a change agent for different social causes.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SURYADATTA INSTITUTE OF BUSINESS MANAGEMENT AND TECHNOLOGY
Address	Suryadatta Education Foundations Building number A-1, Shri Ganesh, Survey number 342 Bavdhan, Pune
City	Pune
State	Maharashtra
Pin	411021
Website	www.sibmt.org

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Director	Hemendra Singh	020-67901300	9158943082	020-6790133 3	sibmt.naac@suryad atta.edu.in
IQAC / CIQA coordinator	Avadhoot D. Pol	020-67901301	9881192610	020-6790140 2	avadhoot.pol@sury adatta.edu.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes Minority Status Certificate -Marathi and English.pdf
If Yes, Specify minority status	
Religious	Jain
Linguistic	
Any Other	

Establishment Details

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	22-10-2020	View Document
12B of UGC	22-10-2020	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	04-04-2023	12	dfh

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	Suryadatta Education Foundations Building number A-1, Shri Ganesh, Survey number 342 Bavdhan, Pune	Urban	0.665	3611

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
PG	MCA,Mca	24	Graduation	English	120	120
PG	MBA,Mba	24	Graduation	English	180	166
Doctoral (Ph.D)	PhD or DPhil,Phd	36	Post Graduation	English	4	4

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	3				6				21			
Recruited	2	1	0	3	2	4	0	6	8	13	0	21
Yet to Recruit	0				0				0			
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				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	2	2	0	4
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	1	1	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	1	0	2	4	0	0	1	0	10
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	8	12	0	20
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers										
Highest Qualificatio n	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	0	0	3
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	3	1	0	4

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	334	12	0	0	346
	Female	182	5	0	0	187
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	2	0	0	0	2
	Female	2	0	0	0	2
	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	24	14	6	4
	Female	16	10	3	3
	Others	0	0	0	0
ST	Male	0	1	0	1
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	28	4	6	5
	Female	20	7	6	1
	Others	0	0	0	0
General	Male	68	31	12	26
	Female	48	25	8	13
	Others	0	0	0	0
Others	Male	30	4	7	4
	Female	13	6	2	0
	Others	0	0	0	0
Total		247	102	50	57

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The MBA curriculum has wide scope for driving mult-disciplinary and inter-disciplinary learning. The MBA programme is a blend of core disciplines like psychology, economics, quantitative methods, entrprenuership, etc. and functional areas in management such as marketing, finance, human resource management, business analytics, operations and supply chain management etc. The curriculum provides the opportunity to take up major and minor specialization combination in Sem III and IV. Open electives are also offered for cross-functional exposure. Students can take up Alternative Study Credit Courses (ASCC) for more inter-disciplinary exposure. Credits are provided for SWAYAM

	MOOCs and other professional certifications too. These provisions in the curriculum and the practices adopted by the institute indicate the adoption of mult-disciplinary and inter-disciplinary learning in a significant manner.
2. Academic bank of credits (ABC):	The MBA programme is affiliated to SPPU and recognised by AICTE. The AICTE has rolled out provisions of Academic Bank of Credits. The affiliating university is in the process of adopting the scheme of Academic Bank of Credits. The institute shall adopt the same as per the provisions laid down by SPPU as and when they are rolled out.
3. Skill development:	The MBA programme has assigned 20% weightage for skill-based courses. These courses are introduced in the form of GE -IL (Generic Elective – Institute Level) & SE -IL (Specialization Elective – Institute Level) courses. All students take up 11 courses , each of 2 credits i.e. 22 credits in all during the 4 semesters of the MBA programme. The concurrent assessment of these courses is carried out by the course teachers in an innovative way and they use diverse tools to drive the skill development of the students. Additionally, various skill based courses are offered by the institute for soft skills development, technology skills development, project management skills, etc
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The Vision Statement of the institute highlights the focus on nurturing leaders and social change agents through holistic and transformative academic programmes aligned with national priorities and global needs. The Mission of the institute is to facilitate the development of innovative, ethical, futuristic leaders, managers and entrepreneurs, rooted in Indian values and capable of harnessing change in a globalised, digital and competitive environment. The MBA programme has a core course on Indian Ethos and Values in semester IV which is taken up bya all the students. Additionally, the institute organises several initiatives, sessions and activities, all round the year which are focussed on Indian Knowledge system, Indian Language, Indian culture, etc. to imbibe the Indian values amongst the students. Days of prominent leaders, entrepreneurs', social personalities, national war heroes, etc. are celebrated and their teachings and values are emphasized. Novel initiatives such as Kavyathon and Tulsi Plantation

	drive home the Indian values and cultural aspects. Celebration of all festivals irrespective of state, language, culture, caste and religion provide a platform to celebrate Indianness.
5. Focus on Outcome based education (OBE):	OBE was introduced in the AY 2019-20. SPPU has defined the curriculum and provided the Programme Educational Objectives (PEOs), Programme Outcomes (POs) and Course Outcomes (COs). The Programme Specific Outcomes (PSOs) are defined by the institute. The Faculty members have been trained through inhouse workshops as well as they have attended several workshops on OBE conducted by the affiliating University (SPPU). The COs – PO – PEO mapping exercise has been conducted through a series of internal workshops. The mechanism of OBE is being emphasized through creation of OBE based question banks, creation of CIE patterns which have enough diversity to cater to various learning levels as per the BLOOMs taxonomy. The course teachers are provided requisite support for CO attainment level calculations. Course teachers were given the guidance for Course exit survey execution. Graduate Attributes are also focused upon in several academic activities.
6. Distance education/online education:	At present the institute is not permitted to offer the MBA programme in online mode. However, the institute is already offering several of its value-added courses, inputs beyond the curriculum, student counselling and mentoring using various online platforms. Students have completed MOOCs through SWAYAM digital platform. They have also undertaken value added courses using other digital platforms such as IIMBX, AIMA BizLab, Bada Business, etc. The faculty members have been trained in wider adoption of G Suite and all its components. Likewise, MS Teams, ZOOM and other platforms are extensively used. The institute is in the process of adopting ERP and LMS. The faculty use HBP platform for Harvard Business Case studies and simulations. The CIEs and other examinations are conducted online. Student mentoring and counselling, examination form filling and eligibility forms are also completed online. Other administrative processes including admissions, fees payment are also carried out online. The entire ecosystem is tuned to online mode. The institute is confident of adopting online education / distance education mode as and when the

regulatory authorities permit the same.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Our Institute believes in holistic development of the students and hence, we have formed many student clubs to promote and facilitate the activities of National importance. We celebrate the various days like Constitutional Day, National Voters Day, Unity Day etc. We have formed the Electoral Literacy Club (ELC) for the students which takes care of the electoral literacy on & off the campus adhering to the guidelines given by SPPU University Pune, Govt. of Maharashtra & Central Govt.
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?	Electoral Literacy Club (ELC) of the institute has the representations of students as well as faculty members. The primary function of this club is to organise the voting awareness campaign among the students, on & off the campus. Eminent Social activists & Govt. officials are invited to share their expertise in the areas of electoral processes & reforms which helps our students to understands the democratic principles and processes which is extremely helpful for making our democracy truly vibrant.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The National Voters Day and Constitutional day programs are celebrated every year to create an awareness about the value of the vote or power of individual vote, voting rights and fundamental rights & responsibilities specified by constitution of India. Our students visited different college in the city to appeal for casting the vote. The students also highlighted the importance of ethical voting. The students also visited under privileged sections of society for promoting their participation in vote casting. They have especially oriented and briefed the importance of voting to transgenders, disabled persons, senior citizens, etc.
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	We have conducted different activities & competitions based on electoral education especially surveys, awareness drives, creation of contents highlighting democratic values and participation in electoral processes.

electoral processes, etc.	
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.	Since SIBMT caters the post-graduation management program hence all students are above the age of 18 years. We have taken initiatives to organise the voters registration drive on the campus with the help of NGOs in the city. Each year our students actively take part in these activities.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
351	159	108	106	55

File Description	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: 51

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
28	18	18	19	18

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
328.11	260.09	227.49	274.32	287.46

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:

The institute is affiliated to the Savitribai Phule Pune University (SPPU). The Directorate of Technical Education, Maharashtra State (DTE) & CET Cell define the admissions calendar for MBA and MCA 1st year. The MBA and MCA programmes follow the Choice Based Credit System (CBCS), Grading Pattern & Outcomes Based Education Pattern. Both the curriculum are generally revised every 3 years by SPPU. The academic term start, term end and the examination dates are defined by SPPU.

The institute has a Programme Planning & Monitoring Committee (PPMC) for planning, reviewing and refining the teaching-learning and evaluation processes and outcomes to ensure effective curriculum delivery.

The Course Outcomes are mapped to the Programme Outcomes & Programme Specific Outcomes, Graduate Attributes. The elective & specialization courses are decided based on the entry level competencies & career aspirations of the students, teacher & student feedback (of the last cycle) and the industry requirements.

PPMC hosts term commencement & mid-term review meetings to formulate and review academic calendar, decide electives, identify foundation courses, allocate courses to teachers, chalk out induction program(s), select value added courses, online add-on certification courses, MOOCS, employability enhancement initiatives, discuss Forums-Clubs-Cell activities, assign mentors, plan academic audits & peer reviews, feedbacks, review library & IT resource etc.

Course teachers are identified based on their qualifications, experience, interests and learner feedback from the last cycle. Course teachers decide the Lecture-Tutorial-Project (LTP) components in view of the learning objectives of each course and student profiles. The CIEs are planned and discussed in the PPMC meeting.

The academic calendar, course allocation chart, time tables, mentor-mentee allocation lists are some of the important outcomes of the PPMC meetings. These documents are shared with students and faculty members. Each division has a programme coordinator (PC) who monitors the timetables & attendance and plans extra lectures on a need basis.

Course teachers prepare the course file for their courses. Course files include syllabus, session plans, Comprehensive Concurrent Evaluation (CCE) plan, case studies, self-study content, teaching material, question banks, lab assignments, etc. Discussions with fellow faculty members to ensure a balanced coverage of traditional & innovative assessment & evaluation methods across the courses throughout a

particular term. The pedagogical methods selection & CCE plan contributes towards the direct attainment of CO- PO- GA. The teachers extensively use various ICT tools in their teaching-learning-evaluation process. Mid-term and End-term exam, Case studies, videos, role plays, management games and other innovative pedagogies are adopted along with innovative assessments & evaluation methods like small group projects, cross functional integrated quizzes, presentations, creative projects, research-based assignments, coding assignments, mini projects, etc.

The curriculum is supplemented by projects, industry visits, study tours, guest lectures, panel discussions, simulation exercises, employability enhancement training.

Mentors conduct formal & informal meetings with the mentees and facilitate the student journey, encouraging learning beyond the curriculum. The Project guides monitor the project progress.

Thus student-centric education, holistic development of learners, academic flexibility, and curriculum enrichment is emphasized all throughout.

File Description	Document
Upload 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:

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

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses

of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
64	00	00	00	00

File Description	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:

The issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics are linked with the PEOs, POs and Graduate Attributes. A reflection of these aspects is found in the core and elective courses offered by the institute.

These issues are addressed through guest lectures, celebration of various national/ International days, expert talks, code of conduct, student chapters, celebrating women's day, felicitating women achievers, tree plantation & sapling distribution initiatives, blood donation camps, Swachh Bharat Abhiyan, Human rights day celebrations, English proficiency sessions, resume writing lectures, etc.

Integration of Cross-cutting issues relevant to Gender: Several courses viz. Entrepreneurship Development (109), Business, Government & Society (211), Enterprise Analysis - Desk Research (114), Employee Relations and Labor Legislations (206HRM), Workforce Analytics (Course 219BA), Labor Welfare (217HRM), Rural & Micro Finance (13FIN), Marketing 4.0 (403 MKT), Current Trends & Cases in Human Resource Management (404 HRM), Labor Legislation (409 HRM) deal with women entrepreneurship, role of women in economy, gender quality, legislation & diversity, women empowerment, social justice, affirmative action, etc.

Integration of Cross-cutting issues relevant to Environment and Sustainability: The course on "Enterprise Analysis - Desk Research" touches on environment conservation, the core course "Operations & Supply Chain Management" discusses environmental Issues in Operations and Supply Chain. Course on Strategic Management integrates Social & environmental sustainability,

triple bottom line. The course "Corporate Social Responsibility & Sustainability" focusses on environmental aspects. Retail Marketing (412 MKT), Sustainable Supply Chains (313 OSCM), International Business and Employment Laws (313 IB) deal with waste reduction, environmental costs of logistics, sustainable supply chains, sustainable purchasing and procurement, e?logistics, eco-tourism, etc.

Integration of Cross-cutting issues relevant to Human Values: The audit courses viz. Human Rights I & II stress upon human values, human rights, gender equality, environment, societal welfare, tolerance, peace and harmony. The audit course on Cyber Security promotes responsible use of cyberspace. The course on 'Organization Behavior' teaches human and organizational values and importance of cooperation over competition.

Integration of Cross-cutting issues relevant to Professional Ethics: The core course on Indian Ethos & Business Ethics' (402) is devoted to Indian Ethos and Values, Business Ethics, Ethical problems, Ethical decisions, Ethical principles, etc.

Ethical aspects are highlighted in multitude of courses viz. Business Research Methods (104), Digital Business (106), Management Fundamentals (107), Operations & Supply Chain Management (204), Business, Government & Society (211, Marketing Research (205MKT), Data Mining (206BA), Corporate Social Responsibility & Sustainability (408), Strategic Human Resource Management (304HRM).

 Network Technologies, Mini Project, Soft Skills, Data Privacy and Protection, Software Project Management, Software Testing and Quality Assurance and PPM & OB are some of the courses from MCA program which deal with professional ethics and human values

 Students are sensitized to Professional ethics during the induction programme which dwells upon expectations from the students, programme requirements, work ethics, dress code, code of conduct, appropriate usage of various resources, cultural aspects, etc. Students interact with the industry, entrepreneurs and the society at large, on and off the campus. Project work helps students to learn professional ethics.

File Description	Document
Upload Additional information	[View Document](#)

1.3.2

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

Response:

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

Response: 96

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:

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](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
249	106	59	57	55

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
300	180	180	180	180

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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
113	49	48	31	20

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

2021-22	2020-21	2019-20	2018-19	2017-18
150	91	90	90	90

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:

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:

Experiential learning, participative learning and problem-solving methodologies integrate core, cross-functional and inter-disciplinary aspects, models and frameworks with the real world practices, develop ability of abstraction, conceptualization, design and evaluation of computing models for complex computing problems. They also develop communication, cross-functional and multi-cultural skills.

Experiential Learning:

The institute organizes exhibitions viz. Mega Expo, Global Expo, State Expo, Brand Mela, Windows of the World and Tech-Fest to apply theoretical concepts and frameworks such as competitive strategies, market structures, business environments, business research, marketing mix, product and business lifestyles, digital business ecosystem, social media, ecommerce, coding, debugging & software development.

The students' work is showcased through vibrant displays which are reviewed by students, faculty members as well as external jury. Students feel engaged with the projects and take responsibility for their learning. They conceptualise and deliver the entire effort and seek advice from the faculty on a need basis.

The feedback from the students, faculty members and the jury is an indicator of achievement of the learning outcomes. Top performing students and teams are suitably rewarded. Moreover, the faculty members also mastered out of the classroom, experiential and applied teaching learning methods that integrated multiple course outcomes across multiple courses in the semester.

Other Experiential learning practices such as scrap book, journaling, ephemera, clippings, letters, tiny trinkets etc. are also used.

Participative Learning:

Review of movie clips, simulations, group projects, mock AGMs, field visits, case study competition, integrated concurrent evaluation are some of the ways in which participative learning is ensured. Students are also encouraged to participate in intercollegiate competitions. The participative learning method ensures that students contribute actively to the learning environment and develop critical thinking skills, creativity, out of the box thinking, looking at the larger picture, and appreciate the interconnectedness of various concepts that they usually learn in silos in different courses.

Problem Solving:

Management Games, Role Plays, Debate competitions, Group Discussion, Idea Generation activity, Forum activities, Design Thinking workshops, Live Sales call, Output Tracing, Case Studies, Mini application development are used for developing problem solving skills & Innovations.

Simulation games such as AIMA Bizlab-Business strategy simulation provide hands-on experience of managing several parameters to achieve intended business outcomes. The AI technology that powers the Bizlab engine reacts dynamically to student's strategies and offers competitive experience helps to create a real life like experience.

Institute has various Forums that involve learning interventions that are focussed on a functional area. These activities are well received by the students and help to apply the academic concepts.

Enhancing learning experience using ICT Tools:

Variety of ICT Tools are used for enriching the teaching learning process and thereby enhancing the learning experience of students. These tools include an exhaustive use of G-Suite i.e. the entire google eco-system comprising of google classroom, google drive, google sites, you tube, google forms, google data, google scholar etc.

Dedicated LMS and ERP provides access to course plan, learning material, quizzes, project guidance, etc. Other ICT tools such as AIMA simulation, HBP cases, DelNet, etc. are also used.

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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
30	18	18	19	18

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:

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**

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	8	7	6

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 affiliating university (SPPU) has assigned equal (50-50%) overall weightages for the formative assessment (Comprehensive Internal Evaluation – CIE) and Summative Evaluation (University Evaluation).

During the induction program, students are provided the detailed information of the program structure, core and elective courses, credits, CIE pattern, grading system, SGPA, CGPA, etc.

The Academic Calendar indicates the tentative date of SPPU examinations & CIE schedules. The

Academic calendar is shared with the students and faculty members. The session plans provide indicative schedule of the CIE. Every course teacher discusses the session plan, linkages to the course outcomes, evaluation parameters, policies about re-exam or score/ grade improvement, submission deadlines to the students in advance.

Generally, each course teacher conducts between three to five CIEs and midterm and/or term end examination. These MCQs had limited time duration ranging from 100-120 minutes and grades were released after 24 hours of the test. This ensured the transparency in the evaluation system. Respective teachers used to conduct reflection session on the tests held previous week. The CIEs are spread over the semester as per the need of the   course and syllabus coverage. Faculty members have the academic liberty to incorporate innovative assessment practices in their courses. Deliberations amongst the faculty ensure that there is diversity and variety in CIEs. CIEs include presentations, quizzes, numerical, case study analysis, role plays, skits, field visits, exhibitions, open book tests, project, small group activities, mid-term, mock viva etc.

The course teachers announce, in advance, the upcoming evaluations during their sessions through in-class announcements or Google Classroom or ERP. Each course teacher creates a Google Classroom/course library in ERP for sharing the learning content, submissions, course specific announcements and evaluation. The assignments are posted with details of scores, rubrics and submission dates. In case of any query, students post them in Classroom and establish communication with the course teacher.

During the Covid period, weekly quizzes were conducted to maintain the frequency of evaluation. The tests consisted MCQ based on week's teaching, developed by course teacher and administered using one single Google form.

Structured guidelines are prepared for project evaluation and are circulated in advance and explained in detail to the students and teachers in a common meeting. ERP system aids in timely and effective monitoring of project progress with mapping of milestones with CO and PO. Internal viva-voce is conducted and weak students are asked to revise their report or in extreme cases redo the project. Even during the pandemic to ensure transparency, online viva-voce was conducted and students shared the report online. Necessary improvements were indicated by the faculty members.

Students approach the teachers and discuss their performance in formative assessment. Corrected answer papers are shown to students. Result is displayed on notice board in classroom by various authorities. Students queries are also resolved.

The Program Coordinators verify the CIE before finalization of marks. The course teacher enters the marks in the University marks entry portal.

All the above practices ensure transparency and robustness in terms of frequency and mode.

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 Outcomes Based Education (OBE) has been implemented by the university (SPPU) w.e.f. AY 2019 -20 for the MBA programme and w.e.f. AY 2020-2021 for the MCA Programme.

SPPU has specified the POs and COs for both the programmes in the syllabus document. MBA programme has 10 POs and MCA programmes has 12 POs . Besides the POs, the PSOs are defined for each specialisation of the MBA programme, at the institutional level. The COs are defined as per the 6 levels of the revised Bloom's Taxonomy. Most of the courses have 6 COs barring a few.

The POs are displayed on the institutional website and link to the detailed syllabus which incorporate the COs is provided on the website. The programme structure, Programme Educational Objectives (PEOs), Programme Outcomes (POs), Programme Specific Outcomes (PSOs), Course Outcomes (COs), Graduate Attributes (GA), etc. and all related aspects are presented elaborately to the students during the induction programme.

Some of the faculty members were involved in development of the curriculum at the SPPU level. They were trained at SPPU in formation development and implementation of the PEOs, POs, PSOs, GAs, COs. Additionally, SPPU conducted a series of workshops on OBE and related aspects. The faculty members were deputed to attend these workshops. This ensured that faculty members are well versed with OBE,

Blooms Taxonomy PO and CO attainment calculations, selection of teaching-learning methods appropriate to a CO, rubrics, setting performance and attainment targets, mapping COs to POs, etc.

To further strengthen the understanding about the Outcomes Based Education amongst the faculty members, internal workshops and training sessions were conducted. Groups of faculty members jointly carried out the CO- PO mapping activity, PO-PSO-PEO mapping activity and explained the logic to rest of the fellow participants.

Besides the above training and sensitization interventions, following mechanisms are used for communication of the Programme and course outcomes to the students and the faculty:

1. Copy of the Curriculum is uploaded on the website. Students are informed about the same.
2. Additionally, PEOs, POs, PSOs are listed on the website.
3. PEOs, POs and GAs are displayed at prominent locations in the institute campus.
4. Faculty members were made aware of the PEOs, POs, PSOs and COs through a series of internal workshops.
5. The COs are deliberated upon during programme planning and monitoring committee meetings wherein discussions about finalising the CIE pattern for each course are held.
6. COs are also discussed and explained by the course teacher in the initial session of the course. COs are also posted on the Google Classroom.
7. During the course delivery COs are re-emphasized by the course teacher at the end of each unit and during discussion of the Concurrent Internal Assessment (CIE).
8. The course exit surveys are based on the COs. Students fill the course exit survey at the end of each course.

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 levels are calculated based on the combination of direct attainment (80% weightage) and indirect attainment (20% weightage). In the direct attainment, equal weightage (50%) is assigned to formative assessment and summative assessment.

For the MBA Programme Formative Assessment (FA) i.e. Concurrent Internal Evaluation (CIE) is carried out by the institute for

1. Generic Core (GC)
2. Specialization Core (SC)
3. Generic Elective – Institute Level (GE-IL)
4. Subject Elective (SE)
5. Open Elective (OE)
6. Enrichment Courses (EC) and
7. Alternative Study Credit Courses (ASCC)

For the MCA Programme all the 3 credit courses have 1/3rd weightage for FA. For 1 credit courses (Open Course) 100% weightage is for FA. For 5 credit courses (Practical and Project) 3/5th weightage is for FA.

Every course has 3-5 CIE components. CIE includes varied assessments & evaluations ranging from traditional assessments like MCQs, case studies, class tests, mid-term examination, term-end examinations, research based assignment, Journals, lab Manuals, Lab assignments, industry analysis, presentations, poster/ theme board presentations, role plays, expo/ exhibitions, simulations, individual-group projects, individual-group VIVA etc. Questions of each CIE are mapped to COs.

Summative Assessment (SA) is carried out by means of End Semester Examination (ESE) conducted by SPPU for the following courses of MBA Programme.

1. Generic Core (GC)
2. Generic Elective – University Level (GE-UL)
3. Specialization Core (SC)

The ESE question paper of MBA programme is based on the standard format prescribed by SPPU which includes 5 questions evaluating the various cognitive abilities of the students based on the blooms taxonomy. CO1, CO2, CO3, CO4 have 10 marks weightage each out of total of 50 marks. CO5 & CO6 jointly have 10 marks weightage.

For the MCA Programme also SA is carried out for 3 credit and 5 credit courses by SPPU.

At present SPPU provides aggregate marks instead of question wise / CO wise marks. The scores of students are averaged out across COs as direct measurement for CO attainment calculation.

Indirect Attainment (20% weightage) gets measured through the Course Exit survey carried out by the course teacher after the completion of each course.

CO attainment Performance targets are set as below

1. Level 3- 70% of class attains 70% scores
2. Level 2- 60% of the class attains 70% scores
3. Level 1- 50% of the class attains 70% scores
4. Level 0 - <50% of the class attains 70% scores.

COs are further mapped to POs & PSOs. CO-PO linkage is measured by giving weightages as

- 0- no linkage between CO-PO
- 1- Low linkage between CO-PO
- 2- Moderate/average linkage between CO-PO
- 3- High linkage between CO-PO

Direct measurement (80% weightage) for PO and PSO attainment level is obtained through all the COs that are mapped to a PO / PSO & their corresponding weightages. Direct measurement for PO and PSO attainment level is obtained through the programm exit survey (20% weightage) for the passing out of a batch.

File Description	Document
Upload Additional information	[View Document](#)

2.6.3

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
71	52	43	35	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
106	59	57	55	0

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

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:

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)**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

The Institutional eco-system for developing a culture of innovation and entrepreneurship development among the student community comprises of:

a) Savitribai Phule Pune University - Centre for Innovation, Incubation and Linkages (SPPU – CIIL): - The Institute inaugurated this centre at the hands of Dr. Apoorva Palkar, Director, SPPU- CIIL to promote innovation and start-ups and facilitates sharpening novel ideas and innovations useful to the society at large and addresses the challenges faced during the Stage of Product Development and after Commercialization, through activities like 'Starting an Innovation and Start-Up', 'Orientation Workshop', 'Awareness Programme', 'Generating new business ideas through the innovation & incubation cell', 'i2e Competition' (Innovation to Enterprise Competition) and 'Startup Valuation and Funding'.

b) InnovatioNext (Suryadatta Innovation and Incubation Center of Excellence) (SIICE): - The Institute established SIICE in association with 'InnovatioNext' which provides opportunities to the students to collaboratively work with the industry for resolving their real-life challenges. This center has the most advanced tools namely Technology App 4.0, 3D Idea Generator which makes everyone innovate like a creative genius for innovations. There are various management frameworks and design elements integrated in these tools to validate the business ideas for further course of action.

c) Entrepreneurship Development (Generic Elective University Level): - This course of the first semester of MBA Program includes key terms and words, used frequently in the corporate world, acquaints the students with attributes and characteristics of Entrepreneurs, features, different factors influencing entrepreneurship growth along with various theories of entrepreneurship and developing ecosystem in the Indian context. The students apply these theories, analyze and identify entrepreneurial opportunities. This course also enables the students to distinguish between potential options available for an entrepreneur to embark on establishing a Start Up, and to evaluate the start-up ecosystem and the entrepreneurial opportunities in the light of requirements of a business plan and develops the habit of creating a business plan.

There is another Course in Semester II (209) Start Up and New Venture Management which includes how to be an entrepreneur, how to develop a business plan, how to discover a customer for the manufactured product or service, how to get financial assistance from different Financial Institutions belonging government and non-government sector and most importantly how to lead the entrepreneurial unit successfully over the long period.

d) Start-up Mela / Fest: - The Institute organizes Start-up Mela or Fest for motivating students towards startups and developing SMEs which basically provides a platform for students for validating their business ideas, developing and inculcating entrepreneurial talent and spirit. In Melas students do get practical exposure of Installing a Stall, investing capital and also earning profit. The Institute has conducted such Start up Melas / Fests in the year 2019, 2020 and 2021.

e) IKS: According to the National Education Policy 2020, education should be multidisciplinary/ interdisciplinary, rooted in Indian values. Faculty members through a brainstorming session identified a list of topics based on Bhagwat Gita the seminal book that captures the essence of Indian-ness for the learning sessions amongst faculty.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for 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:

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**

2021-22	2020-21	2019-20	2018-19	2017-18
4	0	5	6	3

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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	3	3	15	3

File Description	Document
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

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**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

The Institute regularly organizes various extension activities locally at Bavdhan which sensitize, educate students for holistic development and becoming responsible, and good corporate citizen and also provide various benefits to the society.

These activities attempt to have positive impact on students, creating awareness among students and also sensitizing them towards social responsibility regardless of their background. Activities like Swachha Bharat Abhiyan, AIDS awareness and Gender issues sensitize students towards cleanliness and also making them aware about AIDS and developing their minds which are free from gender bias.

We have a pride in mentioning about the Special Hot Hygienic fresh snacks (Mega Misal) dated 25th July, 2021 is a unique world record of 21st century by Suryadatta Group of Institutes. Total 8000 kgs snack was distributed to more than 40,000 people through 400 NGOs with the help of students, staff members and the members of Management as volunteers and through various social organizations in just four hours.

The events like Cyclothon and Marathon were conducted on number of times to sensitize students on exercise and healthy life and creating awareness about the importance of fitness.

Blood Donation Camps, Health Awareness Programs are organized on regular basis at Bavdhan, which are the best initiatives of Suryadatta Group of Institutes towards social responsibility. Such camps help in creating an awareness among the students about prevention of these diseases. In view of the betterment of the society and life, the Institute is at the forefronts for organizing such activities. The Rotary Club and Lions club also supports whole heartedly in conducting such events.

Suryadatta Group of Institute distributed 1100 'Tulsi' saplings for plantation to disseminate the message of environmental wellness among the students and the local residents. Students designed the map of India with the help of 1100 saplings. In addition to this, the Group, frequently conducts various rallies from environment point of view like Plastic Free Abhiyan and Prabhat Pheri.

Under the banner of 'Unnat Bharat' students conducted a field survey in the local area to understand problems faced by the villagers such as transportation, internet connectivity, water supply, drainage, waste management and non-employment etc.

There was one visit organized for MBA students to 'Kisan Expo' for understanding the various agricultural products and the challenges faced by the farmers. This has created positive impact on the mindsets of students and society.

Recently The Suryadatta Group of Institutes has organized Covid -19 vaccination drive for the benefit of the students, staff and local residents.

During these social activities, the students get an opportunity to interact, with people, which help them to realize the Dignity of Labour, Social Diversity, Problems of cross section of the society, environmental issues and also learn how to work in a team. Thus the learning can be applied in their personal life, business and social situations and run the profession / the business, successfully.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.2

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

Response:

Prof. Dr Sanjay Chordiya believes that Quality Education is birthright of every citizen. Through the Edu- Socio connect Initiatives conceptualized & organized by him, thousands of children, women, Senior citizens beyond all boundaries of caste, religion, culture and geography got an opportunity to enhance quality of their life, their families & future generations directly & indirectly over millions of people by following our innovative practices across globe. Most of the NEP 2020 policies were followed by Suryadatta right from the inception, in spite of being self-financed Minority institution and not taking any grants from the Govt or any other funding organisations.

Social Responsibility being one of his priorities, conducts / conducted voluntary training in

Customised English Communication skills & computer literacy to 870 Auto Rickshaw drivers

Customised English Communication skills to 100 Railway Coolies according to their profession

Foreign language courses to make the students sustainable across globe

These programs not only made them self-reliant but also boosted their self-esteem & self-confidence. As a mark of respect to the COVID warriors, Dr Chordiya has provided scholarships to their children for higher education in Suryadatta. Many such initiatives have resulted in socio economic upliftment of individuals.

Suryadatta as a responsible educational institute conducted other social Initiatives-

Health care Initiatives include camps for Polio Eradication, AIDS Awareness, Blood Donation, Cardiac, Eye and Diabetes Check-up, Bone Density awareness, dental check up, de-addiction, Osteopathy Camp, Divyang Camp, Cancer Awareness & Prevention Camp etc.

Environment protection initiatives include Cleanliness drive, Unnat Bharat Abhiyan, Swachh Bharat Mission, Save earth / nature rallies, Tree Plantation etc.

Annual Job fairs organized for all the students / employees in the state & more than 2000 candidates have got job opportunity from such drives; National & Global Symposiums, Conventions, Jallosh, etc.

Suryadatta Group is associated with several 300 NGOs such as Janseva foundation, Poona Blind Men's Association, MAHER, etc& also Maha NGO for organizing various social initiatives.

Regular Environment & social Awareness Rallies for inculcating the spirit of save environment, save nation for the future. Principle used – Reduce, Reuse & Recycle.

Encourage the farmers' children for use of technology for optimizing the yield, diversifying their crops, thereby better livelihood.

Rural development initiatives in 9 villages in Mulshi taluka as a part of Unnat Bharat Abhiyan. – conducted training camps, distributed quilts, sewing machines, benches for schools, sanitization kits, food supply, etc

New year celebrations with specially abled children along with our students. Impact – self - realization, self -actualization, transformation in the minds of students – positive impact.

GLIMPSES OF A FEW CSR AWARDS

1) CSR Award 2023

2) Nirmitee Award for Sustainable Development Goals 2023

3) CSR Professional of the Year Award-2022

4) Excellence Award 2021 - Innovative Learning with Emphasis on Life Skill Development

5) Lions SamajRatnaPuraskar 2020

6) Gururatna Award 2019

7) Global Business Award 2019

And many other awards have been received

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for 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:

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**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

The infrastructure is developed with a focus on consistently meeting the norms laid down by the All India Council of Technical Education (AICTE). The "no-deficiency report" of AICTE confirms the availability of the infrastructure as per and beyond the norms. The SIBMT building comprises Instructional Area, Administrative Area, Amenities Area and Circulation Area. Each classroom accommodates 60 to 90 students, and the tutorial rooms accommodate a smaller number.

The institute has a seminar hall that can house a large audience. Additionally, there is a Bansi Ratna auditorium which accommodates over 200 people and also doubles up as an activity space.

The instructional area is equipped with LCD projectors, audio visual teaching aids, smart boards, etc. The entire campus has Wi-Fi facility. Staff members are provided with PC for individual access, network printer facility, scanner facility, Internet access etc.

The library offers resources in terms of books, magazines, journals, online journals, databases and other facilities to facilitate the teaching-learning process.

A dedicated space is available for student counseling by the trained psychologist and counselor.

The conference room provides a structured environment to conduct meetings.

Besides the above, centralized facilities are available viz. Auditoriums, Play Ground, Health Club, Canteen, Hostel etc.

Cultural activities

Seminar Hall and Bansi Ratna Auditorium, Central Hub and Open Air Stage, the ground floor covered central lobby as well as the first floor central lobby is also used for cultural activities.

Sports, games (indoor, outdoor): The physical infrastructure meets the requirements for outdoor and indoor games, etc. Facilities for indoor games like Badminton, Table Tennis, etc. are in place. Also

Sports facilities have been established for various outdoor games such as Football, Basketball, Volleyball, Kabbadi.

Gymnasium

The campus has a centralized well-equipped Gymnasium facility. Students and faculty of SIBMT have access to this facility and use the same. Gymnasium equipment includes multi-station gym, adjustable bench, dumbbell stand, twister, incline and decline bench press, incline leg press, bar belt, abdominal board, flat bench press, hyperextension, spine bikes, weight plate stand, tread mill, rubber dumbbells, rubber mats, etc.

Yoga

There is a yoga hall having wooden flooring. The same hall also doubles up as a facility for Zumba dance.

Some of these spaces such as the Bansi Ratna Hall, Central Hub, acts as multipurpose community space for creative minds to learn collaboratively and organize academic seminars, workshops and conferences. Besides the above they are the venue for cultural activities in the form of social gatherings, cultural events, club and forum activities, alumni meet, parents meet, job fairs, poster and model presentations, expos and melas, celebration of various days, talks by social personalities, entreprenuers, Award functions, job fairs, blood donation camps, etc. Boards for display of creative work of the students, audio systems, etc. aid the extra-curricular activities. Special stage is created and pandals are set up in the institute premises for foundation day celebrations, alumni meet, etc. These facilities are also used for Flag hoisting ceremony on Independence Day and Republic day, management fest, mentoring and open space learning sessions.

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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
50.72	4.43	4.09	18.00	24.70

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:

The Suryadatta Institute of Business Management & Technology (SIBMT) library is an integral part of the academic infrastructure of the Institute, providing students and faculty members with access to an extensive collection of books, reference materials, and digital resources.

Library Management System:

The library is partially automated, using the SLIM21 library management software to manage its operations efficiently. The partially automated library management system streamlines various processes, including acquisition, cataloging, circulation, inventory management and various other modules. It also provides Web OPAC facility for all the users of the library.

Library Collection:

The library collection at SIBMT is vast and diverse; catering to the academic needs of students and faculty members across various domains. The library subscribes to national and international journals annually, providing users with access to the latest research and information in their respective fields. The collection comprises of around 13500 books, including textbooks, reference books, encyclopedias, and dictionaries.

Library Infrastructure:

The library's infrastructure is designed to provide an optimal learning environment. The library is well-ventilated; ensuring that users can comfortably study, work on projects and engage in group discussion. The library is also equipped with CCTV cameras, ensuring the safety and security of the users, power outlets and the library's resources. The reading room is one of the most significant features of the library, with a seating capacity of 120 students.

Digital Library:

The library's digital resources are an integral part of its collection, including e-books, journals, and databases. The library's online database like DELNET, ProQuest is user-friendly and provides easy access to resources for students and faculty. The library has also invested in digital learning resources, such as video lectures, e-books through library management software providing users with a variety of learning experiences beyond the traditional classroom.

Library Outreach:

Library organizes various events and initiatives to promote literary and cultural awareness among students and faculty members. The library celebrates important days like Librarian's Day, Marathi Rajbhasha Din, Vachan Prerna Din etc, and famous writers' birthday anniversaries, organizes various quiz , book review which not only draw attention to important cultural events but also foster an appreciation for literature and language. Library arranges webinar on digital resources, conducts orientation program for first year students to helps them to grasp the wide collection of library resources.

Furthermore, the library gives out the Best Library User Award every year to recognize and appreciate the efforts of the most frequent and dedicated users of the library.

In conclusion, the library at SIBMT is a well-rounded academic resource that provides extensive support to the academic and personal development of the students and faculty members. Its extensive collection, state-of-the-art infrastructure, efficient management system, and dedicated library staff, along with its outreach initiatives and programs, make it a valuable and essential part of the academic ecosystem.

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:

Institute has IT facilities as per the AICTE norms. In addition to this the Institute upgrades its IT facilities from time to time. Institute strives to align with rapidly changing technology in terms of IT facilities and related environment. Institute's IT facilities are adequate for the learning and administrative needs.

The Institute has two labs with 150 desktops and 1 server. The labs admeasure 257 sq meters.

The desktop configuration are

1. Intel Zeon CPUE31240 3.30 GHz RAM 8 GB, Hard Disk 500 GB, Monitor 18.5"
2. i3 2.8 GHz RAM 4 GB, Hard Disk 500 GB, Monitor 18.5"
3. All in one Intel (R) core (TM) i5 – 10210U CPU @ 1.60GHz / 1TBHDD / 8GB RAM

The server configuration is HP Server HPDL380G5 2.3 GHz, RAM 8 GB, Hard Disk 146 GB X 2

Institute has licensed system software such as Windows 7, Window 10, Windows 11, Windows Server Edition 2008 etc.

Institute has licensed application software such as MS Office 2007, Auto Desk, Coral Draw

Utilization of open source software is promoted as per All India Council of Technical Education (AICTE) policy.

Anti-virus and Fortinet 200 F firewall are installed.

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The Classrooms, Placement Cell, Conference Room, Seminar Hall are equipped with LCD/LED screens, audio-visuals and all-in-one computers. One classroom has an Interactive Board. The classrooms are provided with dedicated PCs. Auditorium is well equipped with all IT facilities.

Institute has 100 Mbps leased line for internet connectivity and Wi-Fi facility to fulfill academic and other needs. The Wi-Fi facility with its IT support is also available in colour printer facilities, all-in-one printer & computers in library. Access points is deployed to enjoy the benefits of Internet access on authorized devices. Extenders are provided to cover the wireless range throughout the institute. Back up in the form or network connection is provided for internet access.

Students use the IT infrastructure for Online Examinations, Project Work, Online interviews of placements, online counseling and mentoring, Examination form filling, Online classes, preparing presentations, completing assignments, research work, club and forum activities, etc.

Faculty use the IT infrastructure for all academic , examinations, student counseling , compliance activities and also to participate in online FDPs, seminars, interacting with parents, etc,

Centralized Generator back-up is provided. In some cases, online UPS is also provided.

The provision is made for students to use laptops in Common Rooms.

The printing facility is available in the form of laser-jet printers and almost all printers are network printers.

The Institute's library is automated with System for Library Information Management (SLIM 21) Software (SLIM). Library is provided with INTEL Zeon CPU 2.53 GHz, RAM 12 GB and Hard Disk 500 GB systems for OPAQ and browsing facility, multi-media facility. Institute has a photo copier machine installed in the Office and Exam section. Library has scanning cum printing facility.

Institute has fully computerized its financial records with Tally software for maintaining its accounts in systematic manner. The Institute has e-banking and other facilities for digital transactions.

Institute has a Lead Management System for managing the admission process. Teachers use the G Suite and its components along with other platforms such as ZOOM, MS teams, etc.

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:

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

Response: 120

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:

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)**

2021-22	2020-21	2019-20	2018-19	2017-18
47.75	34.09	4.65	20.74	22.05

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:

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**

2021-22	2020-21	2019-20	2018-19	2017-18
302	120	104	95	47

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

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**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	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:

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
58	22	34	33	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
98	56	47	49	00

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**
Institutional data in the prescribed format	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

5.2.2

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

Response:

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.)**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	1	1	1

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:

Alumni are the true brand ambassadors and a key stakeholder of the institute. They serve as a useful feedback source and also act as role models for current batches of students.

The institute has an Alumni cell which runs various initiatives for student-alumni interaction and for the enrichment of the present lot of students. The alumni of the institute are addressed as 'Suryans.'

The institute has subscribed to an online portal named 'AlmaShine' wherein alumni from various batches are on boarded. This digital platform acts as a hub of data to be leveraged for alumni-student-institute interaction.

As a part of the variety of initiatives to ensure bonding of the alumni with the institute and with the current batches, alumni are invited for the Induction program of the incoming batch. Experienced alumni from various sectors as well as from the startup community interact with fresher's on this occasion. These sessions and interactions provide guidance to the incoming batch about the expectations of the industry from MBAs and how the institute facilitates in living upto those expectations. Fresh students immensely benefit by learning from the experiences of the alumni and understand industry practices and processes. Students are motivated by seeing in flesh and blood the pass out students from the institute doing well in the industry and their professional lives. This serves to create an emotional connect of the alumnus with the institute and with the present batch of students right at the time of entry.

Alumni contribute by means of experience sharing through expert sessions, workshops, etc. They act as jury and evaluators for various student activities, expos, cultural and sports activities, extension activities, etc.

Alumni also contribute by helping to securing summer projects as well as final placements and assist in organizing industrial visits, contribute to job fairs and so on.

The annual alumni meet named as 'SuryaMilan' is organized in the month of February. It is a platform for an informal interaction between the present and past students. Alumni with significant achievement are felicitated. In a way the institute expresses its appreciation towards its alumni.

Faculty members also interact with alumni to understand the current industry trends and this helps in designing value added inputs.

Institute also offers value added workshops and certificate to its alumni at no cost or highly subsidized

costs. This helps to accelerate their learning and professional growth.

These steps have strengthened the bond of the alumni with the institute. This is reflected in the large number of referral admissions for the MBA programme. Several alumni have also come back to undertake additional specialization in the MBA programme after passing out.

Since the MCA programme has been launched in the AY 2021-22, the first batch shall pass-out in AY 2022-23. Thereafter the Alumni of MCA shall also be part of Alumni Association.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision:

"To nurture leaders and social change agents through holistic and transformative academic programmes aligned with national priorities and global needs."

Mission:

To facilitate the development of innovative, ethical, futuristic leaders, managers and entrepreneurs, rooted in Indian values and capable of harnessing change in a globalized, digital and competitive environment.

Governance:

The institution follows a participatory mode of governance. At the top management level, the authority is delegated by the Governing Body (GB) to the Founder President & Chairman.

Authority for operational oversight and monitoring, faculty identification, purchases with respect to academic infrastructure are further delegated to the CEO & Group Director.

The Director, SIBMT provides administrative and academic leadership to the institute. He conceptualizes and deploy initiatives, programmes and practices in-line with the vision –mission of the institute. GB and College Development Committee (CDC) provide inputs to the Director for effective governance and institutional development.

The CDC reviews the progress of the institute. Teaching and non-teaching representatives in CDC act as bridge between management and faculty, staff and thus facilitate smooth functioning and timely implementation of policies.

The IQAC plays the role of catalyst in timely execution of key activities, also spells out standard operating procedures and pioneers quality initiatives.

Participation of Teachers in Decision-Making Bodies:

Teachers are an integral part of committees constituted for smooth functioning of the institute, viz. IQAC, Program Planning and Monitoring Committee, Examinations Committee, Admissions Committee, Library Committee, Grievance cell, Anti-ragging, Sexual harassment committee, Suryotsav Committee, Research Committee etc. The committee inputs are given due weightage in final decisions. Faculty members are involved in program planning, execution and monitoring. Teaching staff are involved in the full-time and visiting faculty recruitment process.

Decentralization and participative management:

Institutional practices reflect an ethos of decentralization and participative management in several aspects.

Teaching-learning activities, CIE and Examinations, Student development and mentoring are decentralized within the broader policy framework. The programme planning and monitor committee includes junior as well as senior faculty. The examinations are decentralized and responsibility is assigned to the College Examination Officer for end to end planning and execution of the exams as well as project viva-voce.

Value-added modules are decided in a participative manner and the top management seeks feedback from key faculty members before finalizing the same. Participative management is visible in executing the weekly Quiz for students. Faculty members are empowered to recommend experts from their professional network to be invited for guest sessions for students.

Student development initiatives such as Tech Fest, Industrial Visit, Picnics are planned & executed with the involvement of all concerned.

All purchases related to academic-related books, journals, etc., are taken care of by the library committee. For important new initiatives such as finalizing an ERP solution the entire faculty and staff are involved and their feedback is sought. Senior faculty members are involved in recruitment and selection decisions.

Faculty members actively participate in all committees, cells, forums and clubs and have operational autonomy under the guidance of the Director.

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:

The Institute has a well-defined organizational structure comprising of the Governing Body (GB), College Development Committee (CDC), IQAC, the academic and administrative wings, various statutory and functional committees.

The Governing Body is the apex body of the institute. GB approves the budget estimates, scrutinizes accounts and accepts audit reports, approves faculty and staff recruitment, considers promotions of the faculty & staff and initiates the launch of new programmes.

Appointments of the faculty are as per the qualifications, experience and other academic requirements stipulated by the apex regulatory body i.e. AICTE. The recruitment and selection process are laid down by SPPU. Teachers' approvals are sought from the university. Service rules and procedures of the SPPU are followed.

The CDC monitors the execution of policies, admissions, academic performance, other achievements, consider IQAC reports, etc. The GB considers the recommendations and deliberations of the CDC and takes decisions accordingly.

The IQAC deals with improvement of quality standards, academic development and systematic monitoring of various academic actions.

Director has authority for academic & co-curricular expenses and administrative responsibility of assigning work.

The decisions are implemented by Director through IQAC, and different committees.

The role and responsibility of various statutory committees and functional committees are clearly defined.

The perspective plan for 5 years included the establishment of the Ph.D. Research Centre in Management, introducing the MCA programme, recruiting more Ph.D. faculty members, encouraging in-house faculty members to pursue the Ph.D. programme, seek NAAC accreditation and digitalization of key aspects.

Accordingly, the research Centre was established and admissions were initiated as per the SPPU process and timelines. The institute recruited more doctoral faculty members who are recognized as Ph.D. guide and also those who will soon be recognized as research guide.

It was decided to strengthen the programme portfolio by introducing the MCA programme in view of the growing use of technology in all walks of life. Based on this decision, the institute completed the procedure of recognition from AICTE and the affiliation from SPPU, registration with DTE and CET cell. The related aspects of faculty recruitment were taken care of and students were admitted to the MCA Programme from AY 2021-22.

Seeking accreditation from NAAC was a key goal outlined in the perspective plan. In order to achieve this goal, the institute conducted internal awareness sessions about NAAC and IQAC was established to facilitate and coordinate the NAAC accreditation process. As a key step in this direction, ISO transition from 9001:2008 standard to 9001:2015 standard was also achieved.

The institute has also rolled out the digitalization process of its key activities. Lead management system

is in place for admissions. Digital payments have been introduced. All faculty and staff have been trained on G Suite. Large aspects of teaching-learning processes and assessment and evaluation have been shifted to online mode. The institute has adopted ERP system.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response:

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[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 Institute provides various welfare facilities to the teaching and non-teaching staff so as to motivate & retain, thereby create conducive environment for teaching-learning and student engagement.

Following statutory welfare measures are provided:

1. All eligible employees have an EPF account with contributions from the employee as well as employer.
2. Gratuty Scheme is applicable as per statutory provisions
3. Group insurance of faculty members.
4. Casual, Medical and Maternity leaves are provided.
5. Paid vacations for eligible faculty members.

Following welfare schemes other than statutory schemes are also provided:

1. Fee waivers offered to employees, who wish to pursue career progression in various academic programmes offered by Suryadatta.
2. Study leaves.
3. On Duty Leave and fee reimbursement for attending FDP, PDP, Conferences, etc.
4. Health and stress management programmes.
5. Deputed faculty members to FDPs organized by institutes of national repute viz. IIM Bangalore and professional bodies viz. AIMA.
6. Financial waiver/concession/installment facility is provided to wards of employees and their family members for the academic programmes of the institutes of Suryadatta Group.
7. Gymnasium, Yoga center, mental & physical wellness programs are provided free of cost.

Performance Appraisal System

The institute has a well-defined performance appraisal system that ensures the information on multiple activities is appropriately captured. The goal is to ensure holistic and transparent appraisal for retraining and motivating the employees for the roles and responsibilities they perform.

The self-appraisal form is filled in by the teaching and non-teaching staff which is reviewed by immediate reporting authority. During the performance appraisal discussions, the teaching and non-teaching staff are given suggestions to improve their performance.

The outcomes of performance appraisal are used to identify professional development needs, potential leaders, grant additional increments, ensure optimal utilization of teaching and non-teaching staff, and identify gaps in manpower as input to future recruitment.

For Teaching Staff:

The appraisal system takes into consideration the entire activities and contribution by the faculty for the academic year, viz. courses taught, innovations in teaching-learning and evaluation methods, contribution to curriculum design, preparation of resource material, contribution to Co-Curricular activities, student mentoring, research output, FDPs attended and organized, books published, research projects, seminars, conferences, symposiums, workshops attended and organized, consultancy work, membership of professional bodies, personal achievements and future plans relating to career and potential contribution to the Institution. Student feedback about the faculty engaging in the class is also integrated into the performance appraisal.

For Non-Teaching Staff:

The parameters considered for Performance Appraisal for Non-Teaching Staff are - Job role knowledge,

Administrative or technical capability, Computer literacy, Communication skills, Work culture and ethics, Documentation skills, Student relations, Initiative and innovation in work, Punctuality, adherence to organizational norms and policies, timely and effective completion of work and compliances, volume and variety of work done, length of the service, decision-making capacity, flexibility, teamwork and overall approach to the work. The reporting authority assesses performance and gives his/her remarks. The concerned staff is directed for further improvements. Report is thereafter submitted to the management for further action.

File Description	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:

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**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	[View Document](#)
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:

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**

2021-22	2020-21	2019-20	2018-19	2017-18
4	7	7	2	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	9	9	5	5

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

Mobilization of funds:

SIBMT is a self-financing, minority, unaided stand-alone institution. The major sources of receipts are student fees. Other sources of receipts are grants from SPPU, non-fee-based revenue generated from activities such as the conduct of university examinations, interest on fixed deposits, etc. The institute is debt-free and there is no outflow of funds towards loan repayment.

The fees for MBA & MCA programme are regulated by the Fee Regulatory Authority (FRA). Fee

collection is monitored for optimal utilization. Several students come from challenging personal backgrounds. Several students opt for bank loans. Students are provided with all required documents and support for availing of bank loans.

Many students are entitled for Samaj Kalyan Scholarships as per the affirmative action agenda of the Government of Maharashtra. The amount of scholarships & free-ships are received from the State government from time-to-time. Regular follow up is made with the Government departments for timely disbursal.

Optimal utilization of resources

The revenue is utilized for disbursal of salaries to the faculty members, visiting faculty, adjunct faculty and non-teaching staff. Funds are devoted to meet the requirements of library books, journals, internet lease line, etc. The funds are also used for infrastructure maintenance which includes academic support facilities. The Institute makes adequate provision for various curricular, co-curricular, extra-curricular placement and extension activities as well as faculty and staff development. Other expenditures include affiliation and accreditation fees, insurance of building and assets, student insurance, etc. Investment is also made in developmental work and meeting capital requirements.

Any shortfall is financed by the parent body i.e. Suryadatta Education Foundation.

Internal and external financial audits:

The institute has established mechanisms for conducting audits every financial year to ensure financial compliance, financial discipline and to ensure judicious financial resources.

A standard professional procedure is followed wherein there is verification of claims and supporting vouchers and the same is validated against bank statements. It also includes bank reconciliation, taxation, TDS deduction, digital receipt and payment system (according to Government rules and regulations).

For carrying out external audit, the institute has appointed Statutory qualified external auditor. The external audit takes place annually after the completion of every financial year.

The financial records are certified i.e., income and expenditures, balance sheet and prepared notes to

accounts are certified. All these mechanisms exhibit the transparency maintained in financial matters and adherence to financial discipline to avoid misappropriation of funds. The audited statement is duly signed by the management and chartered accountant.

The audited statements and accounts are submitted to various statutory and regulatory authorities such as the Charity Commissioner for Maharashtra State, Pune, Income Tax Office, AICTE, New Delhi during application for 'Extension of Approval', Fees Regulating Authority (FRA) for fees fixation. Monthly Returns to various other Government Offices viz. Professional Tax Returns, Provident Fund Returns, TDS returns are complied with. The examination accounts are audited and submitted to the Savitribai Phule Pune University (SPPU).

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for 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:

SIBMT is applying for NAAC for the first cycle. However, SIBMT has voluntarily established the IQAC in January 2019 for pursuing quality enhancement.

Various IQAC initiatives are described below:

Academic & Administrative Audit through IQAC:

The institute undertakes an Academic and Administrative Audit regularly to identify areas of improvement and suggests suitable action plans to enhance the quality of education. The Academic audit ascertains that the key procedures related to formulation, implementation and monitoring of academic calendars, timetables, conduct of CIE, remedial classes, course and programme outcomes, value added modules, Project guidance and monitoring, mentor-mentee meetings, beyond the curriculum inputs, student induction programme, etc. take place.

The Academic and Administrative audit involves checking of all statutory compliances w.r.t AICTE, SPPU, FRA, conduct of various meetings, adequacy of resources w.r.t AICTE norms, etc.

The findings of the Academic & Administrative Audit are discussed in the subsequent IQAC meeting and the suggestions are incorporated in the planning for the next semester.

The regular review of the teaching-learning process, structures and methodologies of operations and learning outcomes during IQAC meetings has helped to reform and diversify teaching-learning practices. This has helped to introduce an experimental mindset that promotes the adoption of diverse and innovative pedagogy including students centered learning and self-learning methods.

Internal peer review of faculty

In order to enhance the quality of the teachers the IQAC suggested to conduct the peer reviews of each teacher by a colleague per term. The subsequent course allocation letter issued to the teachers indicated the timeline for the same. Each teacher was asked to indicate their choice of the internal peer reviewers from his/her domain and inter-disciplinary domain also. The peer reviews were conducted as per schedule and the feedback was shared in person with the respective teacher and also over the email too.

Inclusion of Harvard Business Case studies in Classroom teaching

To implement the case study method, an FDP on Harvard Business Publishing (HBP) case studies was organized on 27th June, 2019. It aimed at navigating the HBP education website, searching for materials, reviewing it, ordering process; inputs on using the case study as a pedagogical and assessment tool.

Cases were identified from HBP and multiple copies of the cases were purchased. These cases along with the cases in various case study books and other books in the Library were used for teaching various courses.

Weekly Tests

During Covid, IQAC suggested that for assessing whether students are really learning in online mode the concept of weekly tests was initiated. The test comprised of ten MCQ questions of each course integrated in one single google form and was accessible for restricted time and test results were released. The weekly quizzes helped the students to revise the week's learning, assisted the teachers to test the level of understanding by generating MCQ questions based on Bloom's Taxonomy.

Some of the examples of incremental improvements are Brand-Mela, TechFest, adoption of ICT tools in teaching, association of external guides with the research centre, etc.

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:

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:

Promotion of Gender Equity:

SIBMT values and promotes gender equity as a part of its culture and institutional commitment. About 70% of the faculty members are women. Amongst the students, the girls comprise of approximately 45% of the total strength.

The **Annual Gender Sensitization Action Plan** involves about four activities per annum and includes Awareness and Sensitization initiatives, Mental and Physical wellbeing of women students, faculty & staff, celebration of International Women's day, honoring women role models & women achievers.

1. **Awareness and Sensitization Initiatives**: Gender equality awareness is created through debate and discussions on gender related issues during co-curricular activities and mentoring sessions.

b) Mental and Physical Wellbeing: Services of a qualified lady counselor are available to address physiological, emotional, social and stress issues of women students and faculty, staff. Mentors counsel students about work-life balance, over-coming challenges at the work-place, etc. Health checkup camps are organized. Yoga, recreation and health facilities are available for both men and women on the Campus.

c) Celebration of International Women's Day: International Women's day is celebrated by organizing various activities, workshop on self-defense, etc.

d) Honoring Women Role Models & Women Achievers: Women resource persons and leaders are invited for various programs. Historical social, political leaders such as Rajmata Jijau, Savitribai Phule, Indira Gandhi are remembered and their values and teachings are celebrated. Women achievers from different walks of life were recently conferred the Stree Shakti Rashtriya Puraskar at Rajbhavan, Mumbai, at the hands of the Hon'ble Governor of Maharashtra.

Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals:

The Institute celebrates and organizes innovative activities on the occasion of national and international commemorative days of leading personalities from all walks of life, viz

1. Republic day
2. Independence Day
3. Vachan Prerna Diwas 15th October Dr. A.P.J. Abdul Kalam's birthday
4. Constitution day / Samvidhan Diwas 26th Nov 2020
5. FIT India (Fit India Freedom Run 2.0 28th August 2021)
6. International Coconut Day 2nd September 2021
7. Yoga Day 21st June
8. Shahid Diwas 23rd March
9. Gandhi Jayanti 2nd October
10. Youth Day / Vivekanand Jayanti 12th January
11. Kargil Diwas 26th July
12. Teachers Day 5th September
13. Dr. Ambedkar Jayanti 14th April
14. Language & Literature- Hindi Diwas, Library day
15. Leaders of India- Mahaveer, Gurunanak
16. Armed Forces- Flag Day, Vijay Diwas, Martyrs day
17. Industry Leaders- JRD Tata, Engineers day
18. Social Personalities- Savitribai Phule, Swami Vivekanand

On such occasions, books and other prominent literature about the personality is summarized and presented to the audience by the faculty/ students so as to share the key learnings, messages and achievements of such personalities. Movies, audio-video clips, social media posts are created and shared. Invited guests also enlighten the audience about the contribution of these personalities and their relevance in the present context. At times debate & elocution competitions are also organized.

Collectively all the above activities inculcate the right attitude and imbibe values amongst the students.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for 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:

File Description	Document
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Provide Links for any other relevant document to support the claim (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:

Diversity:

Inspite of being a Jain minority institute, the faculty members and staff constitute a mix of language, gender, caste, religion and region.

Various initiatives for imbibing tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic diversity are outlined below:

Religion: The institute makes it a point to enthusiastically celebrate various days and festivals of international, national, regional and local significance. E.g. days to commemorate and remember Rajmata Jijau, Savitribai Phule, A P J Abdul Kalam, Bhagat Singh, Guru Nanakji, Swami Vivekanandji, Mahavirji were celebrated to name a few.

Cultural: Cultural programs, extra-curricular activities, charity events, Navratri, Ganesh Utsav, Christmas are celebrated

Linguistic: Marathi bhasha diwas, Rashtrabhasha diwas are celebrated

Socio-Economic: Social initiatives such as distribution of ration kits, helmets, blankets, sewing machines, PPE kits, Blood Donation Camps, policies such as scholarships for the needy reflect the inclusive ethos of the institute

Constitutional Obligation:

Multiple initiatives are taken up to create a conducive atmosphere to imbibe and propagate the values, rights, duties and responsibilities of citizens. Posters displayed at prominent places on the campus highlight these aspects. Large cut outs of leading stalwarts from different walks of life adorn the walls of the campus and serve to remind everyone of the values these personalities stand for.

Other activities include:

1. Constiution Day Celebration
2. Student presentations, dissertations, debates on Citizen's Fundamental Rights and Duties
3. Slogan writing, banner or poster making competitions
4. Symposium on Cyber Security, Cyber Crime
5. Audit courses on Human Rights, Cyber Security and Indian Constitution
6. Guest speaker from ISKCON was on campus to speak on Human Values
7. Spiritual lectures by Brahmakumaris'
8. World Book & Copyrights day
9. Indian values and traditions are promoted through traditional day celebrations
10. Faculty members undertake AICTE Faculty Development Programme (FDP) on Universsal Human Values
11. Movies on ethics are screened for students

Over the past few years, various personalities from different walks of life, belonging to different regions/ religions were invited to share their learning and experiences with the students.

Sr. No	Area of contribution	Name of the invited speaker
1	Education & Research	Dr. Bhushan Patwardhan, Dr. Arnab Bhattacharya
2	Literature	Shri Manoranjan Byapari, Lion Dwarka Jalan
3	Religious leaders	Dr. Vishnu Maharaj Parnerkar ji, H.H. Acharya Dr. Lokesh Muni, Parampujya Sudhanshuji Maharaj
4	Social service / CSR	Dr. Vikas Amte, Smt Vimal Bafana, Shri Popatrao Pawar
5	Defense/ police personnel	Lt. Gen. (Dr) D.B. Shekatkar, ACP Shri Bhanupratap Barge
6	Entrepreneurship/ Corporate	Mr. Tonino Lamborghini, Dr. Makarand Jawadekar, Dr. Kamal Taori, Shri Rajesh Batra, Shri Mahesh Nampurkar, Padma Shri Milind Kamble
7	Valour & Courage	Dr. Namita Kohok
8	Arts	Padma Shri Sudha Malhotra, Shri Farid Shaikh, Padma Shri Dr. Soma Ghosh, Smt Gopika Varma, Shri Raza Murad, Utad Irshad Khan, Shri Terence Lewis, Smt Mrinal Kulkarni, Shri Mukesh Khanna, Shri Govind Namdev
9	Law & Judiciary	Dr. Renu Raj
10	Science / Medicine	Ms. Nisha Mishra, Dr. Kalyan Gangwal, Smt Swetta Jumaani
11	Governance	Shri P.S. Sreedharan Pillai, Shri Jagdeesh Mukhi, Shri Bhagat Singh Koshiyari

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for 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

1. **Title of the Practice**

Experiential Learning events such as Brand Mela, State Expo, Global Expo, Mega Expo, E-Mega Expo, Karobar, WOW (Windows of the World), Mock AGM

1. **Objectives of the Practice**

To

- Enhance Team work, Time Management, Organizing, Convincing, Presentation, Persuasion, Technology skills;
- Develop research aptitude, achievement motivation, cross?functional orientation - learning;
- Sensitize students to diverse practices across industries and various sectors.
- Orient students towards global perspectives of businesses and economies.

1. **The Context**

MBA is an interdisciplinary programme and it is imperative for the students to understand the socio-cultural and regulatory context of business, peculiarities of economies, industries, sectors, companies and nations.

Student groups reflecting diversity across gender, skills, knowledge and learning abilities were from to provide a platform for showcasing their diverse talent.

1. **The Practice**

Over the years, the institute leveraged exhibitions viz.

- introduced the concept of marketing mix as a basis for marketing decision making and marketing function.
-
- was an experiential learning exercise that integrated several courses by mapping their course outcomes to this single innovative assessment method.

'E-Expo' was the digital version of Mega Expo with the added learning outcome of enhancing digital skills and literacy of the learners given the backdrop of the Covid pandemic.

Karobar –The Mega Expo concept was elevated to a grand scale and rechristened as "Karobar". It comprised a variety of competitive activities right from proposing the name and tagline of the event to the grand finale.

WOW: Collage Making Competition focused on exposing students to contemporary topics like moonlighting, hybrid work, cyber bullying, cyber loafing.

AGM: Annual General Meetings simulation was conducted for listed and non-listed companies by executing actual AGM like scenario as a part of which students gave presentations and prepared Minutes of Meetings to understand the process and outcomes of the AGM.

1. **Evidence of Success**

The participation, enthusiasm and sustenance of the activity, the change in outlook and mindset of the students all point towards the success of the initiative. More specifically -

- It involved 360-degree evaluation with involvement of faculty members, external jury, peer students and alumni.
- Enhanced the confidence of students and went beyond the knowledge and skill dimensions to develop the right attitude.
- Faculty members displayed creativity, hard work and collaboration.

1. **Problems Encountered and Resources Required**
2.

- Identification of unique companies & brands from various sectors & countries
- Development of rubrics
- During the pandemic, it was a challenge to reconfigure the activity to an online environment and generate the same kind of student engagement.

Resources: Jury, Laptops/desktops, Audio-Visual, Internet, Open Source Content, Databases, Library, Display Boards, Exhibition Space, Chart Papers, Decoration Material.

Best Practice 2

1. **Title of the Practice**

Techfest 2022

1. **Objectives of the Practice**
2.

- Provide a platform for applying knowledge to solve complex computing problems and develop analytical, logical, technical, Project & event management skills, problem-solving skills; nurture innovation and entrepreneurial abilities among students.
- Develop attitude to operate independently, to collaborate & lead.
- Provide a hands on about usage of modern computing tools.

1. **The Context**

Institute hosted a two days' National level symposium in December 2022. A variety of events focused on advanced technologies for innovation and societal improvement addressed important areas of management and technology such as time management, use of appropriate computing tools and its applications, programming skills. Each event was led by a domain expert faculty member along with a team of faculty coordinators and student coordinators. The learners could communicate effectively about complex computing activities through coding, data analysis, output-reports, design documentation, presentations etc.

1. **The Practice**

Three key events were organized viz:

- **'Mr. & Ms. Technocrats'-** This event progressed through a variety of rounds such as MCQ covering Technical, logical and general knowledge; followed by 'Extempore' and 'extra-curricular flair'.
- **Mindsweeper** – The software development competition with teams presenting their software solution addressing real life problems/ challenges
- **Battle with Code –** Event with three rounds- online multiple-choice questions, spotting errors / bugs and fixing it in given programme code and case study addressing a complex problem

through error free coding in Java and C++.

ERP system was exhaustively used in the planning and execution of various rounds such as registration, communication, MCQ and announcement of results.

1. **Evidence of Success**

Total 609 students from Suryadatta and various MCA, MSC(CS), BCA, BBA institutes affiliated to Savitribai Phule Pune University participated in **Techfest**.

Seasoned professionals from IT Industry and academicians from renowned institutes in and around Pune formed the jury team.

Structured feedback was sought from students (in-house and external), faculty members, external jury, and management team and it was analyzed, to understand areas of improvement.

1. **Problems Encountered and Resources Required**

Since this was an innovative activity on a scale, the following challenges were faced:

1. Campaigning- Some of the Institutes didn't permit campaigning in their campus due to ongoing examinations.
2. External registrations- Due to the ongoing examinations, submissions, year-end vacations and weekend time, total registrations were less than expected. As this was an off-line on-campus event, many students were hesitant and not confident due to less exposure to such in person events during the pandemic period.
3. Execution- Unanticipated hiccups were some of the surprises which impacted the overall timeline.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Service to Society through Multiple Edu-Socio Connect Initiative

The Vision of the institute is "To nurture leaders and social change agents across strata of society through holistic and transformative academic programmes aligned with national priorities and global needs."

The mission of the institute is "to facilitate the development of innovative, ethical, futuristic leaders, managers and entrepreneurs, rooted in Indian values and capable of harnessing change in a globalized, digital and competitive environment."

The Institute believes that the prosperity of communities is integral to the success of organizations, so social responsibility is high on the agenda. In order to create social change agents, the institute walks the talk by proactively being a change agent in furthering the diverse causes aligned to the national priority & thrust areas. Several activities and initiatives are also in sync with the global sustainable development goals.

Students belonging to every social class, community, linguistic group, state and region seek admission at the institute. Several students are first generation learners in their families. The institute believes that education should not be denied because of the reasons like poverty and that every effort must be made to spread the benefits of higher education to the underprivileged and the marginalized sections for their upliftment. It also strives to facilitate the development of young learners in an ethical manner. This is in-line with national goals of equity, access and increasing gross enrollment ratio.

Therefore, the institute provides higher educational opportunity to deserving, needy and meritorious students from all sections of the society. In addition to the statutory scholarships offered by the Government, variety of scholarships and schemes are offered by the institute to such students.

Merit based scholarships ranging from 10% to 20% of course fees are offered to meritorious students based on their scores at X, XII and Graduation levels.

Being a Jain minority Institute, in addition to minority scholarship offered by the government, 25% scholarships are also offered to needy & eligible Jain & other minority students, by the institute.

As a part of the loyalty programme and to promote higher education amongst Suryadatta students, special scholarships are awarded to students who have pursued their Bachelor's degree from Suryadatta Group of Institutes.

The institute offers a scholarship to students of economically weaker section, affected by natural calamities such as flood etc. In order to support economically weaker students who have lost their parents due to Covid 19 pandemic, the institute offers special scholarships.

Suryadatta Education Foundation, as a part of its Edu-socio Connect initiative and Corporate Social Responsibility has announced scholarships of upto 100% of fees for various needy and deserving categories of students in order to encourage them to pursue post-graduate education. These include children of different NGOs, Hamal Panchayat, Swachh employees, construction workers and other low-income groups.

In order to encourage students with work experience to pursue management education as a career progression pathway, scholarships ranging from 10% to 50% are offered.

Scholarship of 10% of course fees are offered for Defense, War Veterans and Police Wards.

Students need to apply for availing this scholarship along with required documents. Thus, the Institute has made multiple efforts to promote and contribute to bring social change.

Beyond facilitating the education of the key stakeholder viz the student by providing the scholarships as outlined above, the institute is also aware of the need of addressing social responsibility with respect to multiple external stakeholders who are not directly connected with the institute. Nevertheless, the Edu-socio initiatives for such extra mural stakeholders span variety of stakeholder benefits in terms of livelihood, health, sanitation, education etc.

Members of the Suryudatta faculty taught rural women hand needlework, fashion design, ladies' clothing, and other skills. The institute also provided poor and worthy pupils from remote areas with educational materials.

The institute also supplied blankets to the local mental hospital, trained rural women, gave out sewing machines, and organized Mahila Self Help Groups. As a token of gratitude to the COVID warriors, the institute distributed food packets to the police personnel at several police stations and NGOs in Pune during the peak of the COVID pandemic as the police were over worked and were also risking their own lives as well as lives of their families.

Around 35000 economically disadvantaged sections in and around Pune benefitted from the 7000 kg of "Misal" that the institute had prepared on the campus. Students and faculty members were involved in planning, execution, packaging, distribution, logistics and other activities in this context.

We distributed 200 PPE kits and sanitation pumps during the pandemic in response to the appeal from members of the local self-government bodies.

The Suryadatta Group of Institutes donated grains to the OM SAI NGO equivalent to one month of their food requirement.

The institute hosted a free cancer screening and awareness camp for the general public. Additionally, the institute donated bicycles to thirty underprivileged pupils from rural areas.

The late TV reporter Pandurang Raikar's family received a funding of Rs. 1 lakh from the institute.

The institute and the parent body have long track record of such Edu-socio connect initiatives and this has created huge goodwill in the society about Suryadatta Group of Institutions.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

The following is the strategic plan for SIBMT

1. To apply for RBNQA (Ram Krishna Bajaj National Quality Award)

4. To purchase SPSS statistics base & two additional modules software for Ph.D research center

5. To plan industry visit

6. To plan in house faculty development on "Tableau"

7. To To organize tree plantation, visit old age home

8. To plan donation drive

9. To get atleast two more faculty members recognized as Ph.D guides for research center

10. To bring on board new MOUs with the industry

11.To organize train the trainer sessions of AIMA Bizlab

12. To conduct Academic & Administrative audit with external experts

Concluding Remarks :

The institute believes that the accriditation process of NAAC shall help in enhancing the quality of its academic programmes and the overall academic culture of the institute. It will act as the vehicle to benchmark ourselves with the national priority areas and align with NEP.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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)** Answer before DVV Verification : Answer After DVV Verification :01 Remark : Edited as per data provided . Data provided outside the asssessment period is considered
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* 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 Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>90</td><td>102</td><td>57</td><td>40</td><td>21</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>64</td><td>00</td><td>00</td><td>00</td><td>00</td></tr></table> Remark : Edited as per dat provided . Data provided outside the asssessment period is considered
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 339 Answer after DVV Verification: 96 Remark : Edited as per data provided. The link provided in the response box of DVV clarification cannot be considered as it is on the third-party website. Documents/links provided during SSR submission only can be considered.
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* Answer before DVV Verification : A. Feedback collected, analysed, action taken&

	communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies Remark : Edited as feedback is not hosted on the institutional website
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* 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
117	49	31	18	30 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
113	49	48	31	20 | 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: | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
150	90	90	90	90 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
150	91	90	90	90	
2.4.1	**Percentage of full-time teachers against sanctioned posts during the last five years** 2.4.1.1. **Number of sanctioned posts year wise during the last five years** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
28	18	18	19	18 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
30	18	18	19	18	
2.6.3	**Pass percentage of Students during last five years (excluding backlog students)**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
71	52	43	35	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
71	52	43	35	0

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
98	56	47	49	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
106	59	57	55	0

Remark : Edited as per data provided

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:

2021-22	2020-21	2019-20	2018-19	2017-18
4	2	7	8	8

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	0	5	6	3

Remark : Edited as per 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:

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	1	2	15

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Remark : Edited to zero as 1) Link provided while DVV clarification is on the third-party website. 2) Modified to 0 for all five years because ISBN numbers are not visible on the publications with the author's institutional affiliation (as per the name of HEI mentioned in IIQA).

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:

2021-22	2020-21	2019-20	2018-19	2017-18
7	10	8	2	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Remark : Edited to zero as 1) Link provided while DVV clarification is on the third-party website. 2) for all five years no supporting documents were found

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

Answer before DVV Verification :
Answer After DVV Verification :4
Remark : Edited to 4 as per documents provided

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:

2021-22	2020-21	2019-20	2018-19	2017-18
50.72	5.28	4.09	21.41	24.70

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
50.72	4.43	4.09	18.00	24.70

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:

2021-22	2020-21	2019-20	2018-19	2017-18
47.75	34.09	4.65	20.23	22.71

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
47.75	34.09	4.65	20.74	22.05

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: B. 3 of the above
Remark : Edited 1) as the Link provided while DVV clarification is on the third-party website 2) After verifying and validating the data input modified to B considering options 1, 3, and 4.

5.1.3

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
107	69	49	47	25

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Remark : Edited as 1) Link provided in response is of the third-party website. 2)zero as no suporting document found

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 Remark : Edited as data provided point no. 1,3 & 4 Considered

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:

2021-22	2020-21	2019-20	2018-19	2017-18
58	22	34	33	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
58	22	34	33	0

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
71	52	43	35	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18

98	56	47	49	00

Remark : Edited as per data provided

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:

2021-22	2020-21	2019-20	2018-19	2017-18
85	0	62	43	5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	1	1	1

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: C. 2 of the above
Remark : Edited as Only 1&3 is considered

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:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	1	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

	Remark : Edited as 1) No link to the policy document 2)No e-copy of the letter/s indicating financial assistance to teachers 3) No audited statement of account highlighting the financial support.
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.** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: D. Any 1 of the above Remark : Edited as 1)NIRF participation is not considered as it is outside the assessment period. 2)AAA is not considered as the external members are teachers from private colleges. 3) No relevant supporting documents for options 1 and 3. 4) Only ISO certification is considered
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** Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: C. 2 of the above Remark : Edited as per supporting documents. Options 1 and 5 considered
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** Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: C. Any 2 of the above

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 55 Answer after DVV Verification : 51

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