



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)**

Accreditation - (Cycle - 1)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
SINHGAD INSTITUTE OF BUSINESS ADMINISTRATION AND
COMPUTER APPLICATION
C-41698**

**Lonavala
Maharashtra
410401**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

Section I:GENERAL INFORMATION

1.Name & Address of the institution:	SINHGAD INSTITUTE OF BUSINESS ADMINISTRATION AND COMPUTER APPLICATION Lonavala Maharashtra 410401	
2.Year of Establishment	2004	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:		
Departments/Centres:	1	
Programmes/Course offered:	3	
Permanent Faculty Members:	16	
Permanent Support Staff:	17	
Students:	157	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Affiliating management institute with approval from AICTE 2. Eco friendly well maintained infrastructure 3. Student training programmes on employability	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 25-09-2018 To : 26-09-2018	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. TRILOK NARAYAN MATHUR	Pro-Vice Chancellor,MEWAR UNIVERSITY
Member Co-ordinator:	DR. SUBHRANGSHU SEKHAR SARKAR	Professor,TEZPUR UNIVERSITY
NAAC Co - ordinator:	Dr. Vishnu Mahesh K R	

Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	The institution ensures effective curriculum delivery through a well planned and documented process
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion 1

Sinhgad Institute of Business Administration & Computer Application (SIBACA), a self financed institution located in Kusgaon (BK) rural area of Lonavala, which is situated between two metros Mumbai & Pune. Institute adopts curriculum design and develop by affiliating University, Savitribai Phule Pune University. Institution runs one PG programs MBA & Ph.D. program. Institution monitors effective implementation of the curriculum through course file and individual time table prepared by the faculty, two senior faculty members are on different board of studies of affiliating university and takes part in planning and development of curriculum. 19 Choice base credit system is followed by the institution. Limited academic flexibility in terms of optional group available to the students. 12 value added life skill, skill development, leadership and student training program are offered. Different program are organised to inculcate human values and professional ethics. Entrepreneurship development program encourages self employability of students. A mechanism need to be introduced to monitor and evaluate the quality of enrichment programs. Institution supplements the curriculum by organizing some programs on cross-cutting issues and holistic/ personality development of the students. Field projects and internship program are the integral part of the curriculum. Formal feedback system exists but it needs to develop a follow-up action. The Institute is engaged in continuous dialogue with industries through its faculties who mentor/internal guide of students' project/field works.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.4 QIM	Innovation and creativity in teaching-learning
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	Reforms in Continuous Internal Evaluation(CIE) system at the institutional level
2.5.2 QIM	Mechanism of internal assessment is transparent and robust in terms of frequency and variety
2.5.3 QIM	Mechanism to deal with examination related grievances is transparent, time-bound and efficient
2.5.4 QIM	The institution adheres to the academic calendar for the conduct of CIE
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students
2.6.2 QIM	Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

Widely publicised, transparent admission process based on the norm of the regulatory bodies like All India Council for Technical Education, Maharashtra, Directorate of Technical Education and Savitribai Phule Pune University. Institution also adopts reservation policy as per norms. Advanced learners and slow learners are identified on the basis of entrance examination and qualifying examination. Student's performance is also monitored through internal and midterm examination. Advanced learners are given opportunity to participate in various academic programs, advance courses and competitions organised by different bodies. It gives exposure to advance learners. Slow learners attended various counselling sessions, remedial classes and self learning sessions. Students are also supported through mentor-mentee meetings. Appropriate strategies exist, for the promoting motivating slow learners. Experiential, participative and problem solving methodologies are used to enhance learning experiences. Teachers effectively use ICT learning and E-learning resources for teaching classes and class rooms are equipped with ICT infrastructure. Activity based assignments and case based teaching methodologies adopted by the faculties as an innovative teaching approaches. Use of businesses newspapers in the classrooms through PEST and email and whatsapp groups helps students in individual learning. There are 12 teachers with PhD, 2 with M.Phil and rest 2 are having only PG degree (They are registered for PhD program). Permanent teachers are recruited as per state government and regulatory body norms. 2 teachers are awarded best teacher award during assessment period. Transparent internal and continuous evaluation systems exist. Project based evaluation in some courses and research presentations are the key aspect of concurrent evaluation. Grievance redressal system and procedure is in place. Academic calendar, teaching schedules and course outcomes/ learning outcomes are well addressed and

informed to the students at the beginning of the academic year during induction program. Student performance in examination is good.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)

3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QIM	Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years
3.5	Collaboration

Qualitative analysis of Criterion 3

Teachers are encouraged for taking up research activities by providing necessary resources and infrastructural facilities. One research project of Rs. 22,000/- is sanctioned in 2016-17 by Chat Bazar Start up programme. Eight projects of Rs. 6,44,000/- are funded by (BCUD) Board of College and University Development as industry academia, collaborative activities. Affiliating university recognize institution as a research centre in the year 2013 in the area of marketing management, financial management, organizational management and computer management. Students are encouraged to participate and present papers in conferences and seminars. Two Research based publication namely “Management Review-ISSN No227-5861” and students research journal “Pinnacle” (ISBN 978-93-5087-619-0) published by the institute. As industry academic innovative practice, institution organize 16 workshops/seminars during assessment period. Institution needs to undertake research project from different agencies like AICTE, UGC, ICSSR etc.. Institution gives incentives of 15% rise in salary who visited Rwanda to teach MBA students under MoU. Three students are awarded PhD during assessment period. Good number of publication in research journal and 14 books and chapter in edited volumes published by the faculty. A formal strategy needs to be evolved to promote institute industry interface. Institution is yet to develop a structured mechanism to promote consultancy. Social extension activities are conducted through neighbourhood community. Social value inculcates among the students through community social activities and won nine awards. 25 MOU’s are signed with national and neighbourhood institutions and need to be reviewed.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.
4.1.2 QIM	The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS)
4.2.2 QIM	Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment
4.3	IT Infrastructure
4.3.1 QIM	Institution frequently updates its IT facilities including Wi-Fi
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Qualitative analysis of Criterion 4

Adequate classrooms, laboratory, tutorial rooms are available. Necessary infrastructure is available to organise seminars, workshops and conferences. Sports complex with international standards is available. "AICTE-CLEAN CAMPUS AWARD- 2017" awarded by AICTE on 2nd Oct 2017. Indoor games (table tennis, chess, carom) outdoor games (football, hockey, basketball, lounge tennis court, volleyball), gymnasium facility are available in the campus on sharing basis. For holistic development of the students, yoga and meditation sessions are conducted. Classrooms and seminar hall are equipped with ICT enabled facilities. Computer lab with 120 computer systems and language lab with 40 computers. The library has adequate physical facilities such as reading room, reprography, and computers with internet. Fully automated library with SLIM21 software. Library has 19832 books, 5839 titles, 2500 reference books, 500 CD's available in the library. Student friendly library with NDL membership. Student computer ratio is 1:2 which is appropriate as per norms laid down by regulatory bodies. Wi-fi enabled campus with 35 to 50 MBPS internet connection. Medical health care facility is available through rural Health Training Centre. Well maintained infrastructure, separate skilled team is available to maintain ICT facilities.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	Alumni Engagement
5.4.1 QIM	The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Qualitative analysis of Criterion 5

Institution has independent system for student support and mentoring. Student welfare measures (scholarships,

free ship, and insurance) are provided by the institution. Capacity enhancement schemes like career and personal counselling, soft skill development, remedial classes, language lab, yoga and meditation centre. Students are benefited with vocational education and training. The institution has mechanism for redressal grievances, anti-ragging committee and for prevention of sexual harassment. Successful track record of student appearing and qualifying and competitive examination need to be maintained. Range of game, extracurricular activities contributes to overall development of students. Active student participation through student council is encouraged. Students are represented on academic and administrative bodies of the institution. The Alumni Association needs to be strengthened to play an effective role in the development plans of the institution.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution
6.1.2 QIM	The institution practices decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QIM	Perspective/Strategic plan and Deployment documents are available in the institution
6.2.2 QIM	Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism
6.2.4 QIM	Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QIM	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution conducts internal and external financial audits regularly
6.4.3 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 QIM	The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms
6.5.5 QIM	Incremental improvements made during the preceding five years (<i>in case of first cycle</i>) Post accreditation quality initiatives (<i>second and subsequent cycles</i>)

Qualitative analysis of Criterion 6
The governance of the institution is reflective of an effective leadership. Institution practices decentralization and participative management. Institution formulated a strategic planning and interacts with stake holders.

Well defined organizational structure and effective processes are developed for conducting different activities. Institution conducts refresher courses and FDP to enhance the competency of its faculty and staff. Effective welfare mechanism of the institution is available to its teaching and non-teaching staff. Performance appraisal system exists in the institution. Adequate budgetary provisions for academic and administrative activities. Monitoring financial management practices through internal audit is evidenced in the institution's financial health. IQAC has to play significant role in institutionalization of quality assurance strategy and processes.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.2 QIM	<p>1. Institution shows gender sensitivity in providing facilities such as:</p> <ol style="list-style-type: none"> 1. Safety and Security 2. Counselling 3. Common Room
7.1.5 QIM	<p>Waste Management steps including:</p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • E-waste management
7.1.6 QIM	Rain water harvesting structures and utilization in the campus
7.1.7 QIM	<p>Green Practices</p> <ul style="list-style-type: none"> • Students, staff using <ol style="list-style-type: none"> a) Bicycles b) Public Transport c) Pedestrian friendly roads • Plastic-free campus • Paperless office • Green landscaping with trees and plants
7.1.18 QIM	Institution organizes national festivals and birth / death anniversaries of the great Indian personalities
7.1.19 QIM	The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions
7.2	Best Practices
7.2.1 QIM	Describe at least two institutional best practices (as per NAAC Format)
7.3	Institutional Distinctiveness
7.3.1 QIM	Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Qualitative analysis of Criterion 7

Gender equity promotion programs are in place. Programmes have been conducted on women legal awareness, women rights, women empowerment, gender sensitivity etc. Institute need to strengthen alternate energy initiatives. student volunteers take active part in “Swachh Bharat Abhiyaan”. Water harvesting planning is effectively used. Tree plantation is carried out by students. Student Training Program and GEMS ERP programme is the best practice of the institution.

Section III: OVERALL ANALYSIS based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC) (up to 500 words)

Overall Analysis

Strength:

Strength

- Experienced and qualified faculty and vibrant student.
- Career opportunities are made available to the students through Central Placement Cell.
- Rigorous extension activities for neighbourhood community.
- Sports complex of National standards and Free sports coaching in association with SRS Sports Academy, Mumbai.
- 24 X7 free medical facility for all is available in campus through Rural Health Training Centre (RHTC).
- Well Equipped infrastructure with ICT facility, Internet and Wi-Fi Facility

Weakness

- Limited flexibility in the curriculum
- Absence of structured mechanism to promote consultancy.
- Alumni connectivity and their role in institutional development.
- Absence of short term job oriented courses

Opportunities

- Upliftment of the research centre by more research grants
- Scope for introduction of job oriented courses
- Willing to help highly placed influential alumni
- Host various industry/government/non government/academia programs in the campus.
- Making use of academic ambience to ensure global competitiveness.

Challenges

- Retaining rich reputation of the institute.
- Preparing the students to meet global competition.
- Changing mindset of rural students towards innovation and changes.
- Establishing linkages and collaborations with industry
- Maintaining the momentum of forward march

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Institute should design and develop short term value added courses for enhancing employability.
- Take measures to develop communication and soft skill of the students
- Encourage faculty to prepare projects for funding and to attend national/international seminar, conferences
- Generate more resources from highly placed and affluent alumni.
- Follow up system to be developed for feedback received from the stakeholders.
- IQAC to play greater role to create a quality assurance system
- Tap the faculty potential more effectively to generate revenue from consultancy services.
- More journals, business newspapers and new editions to be added in the library
- Research based assignments to the students to inculcate analytical power
- Promotional strategy to strengthen to enhance student enrolment.

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. TRILOK NARAYAN MATHUR	Chairperson	
2	DR. SUBHRANGSHU SEKHAR SARKAR	Member Co-ordinator	
3	Dr. Vishnu Mahesh K R	NAAC Co - ordinator	

Place

Date