SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SINHGAD INSTITUTE OF BUSINESS ADMINISTRATION AND COMPUTER APPLICATION

KUSGAON (BK), OFF. MUMBAI-PUNE EXPRESSWAY LONAVALA TALUKA MAVAL DISTRICT PUNE- 410401
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sinhgad Technical Education Society (STES) was established in the year 1993 under the dynamic leadership of Prof. M. N. Navale, Founder President. The sole objective to provide quality education in the field of Engineering, Management, Architecture, Pharmacy, Medical Sciences, Hotel Management, Law, Science, Commerce and pre-primary, primary and secondary school education. There are more than 70 institutes under the aegis of STES offering school education, Diploma, Graduation, Post-Graduation and Ph.D. programs in various fields.

All the institutes under STES parasol are recognized by the concerned statutory authorities and they precisely fulfill the values and directions laid down by these statutory authorities.

SIBACA was established in the year 2004. The institute also offers a post-graduate MBA programme. It has an intake of 60 post-graduate students currently. The institute is recognized by All India Council for Technical Education (AICTE) New Delhi and Directorate of Technical Education (DTE) Government of Maharashtra. It is affiliated to Savitribai Phule Pune University (SPPU), Pune. The Institute is located in Kusgaon (Bk), rural area of Lonavala, a popular hill station between two metros, Mumbai and Pune.

SIBACA fosters a research culture and encourages academic and student innovations. The institute have qualified and experienced faculty members to impart knowledge to the students in order to strengthen their competency. The institute is fully residential which provides favorable environment for students. The extensive Student Training Program (STP) is conducted to enhance the skill sets and employability. Also, the case studies undertaken and practical oriented teaching helps students learn in a better way. To bridge the gap between industry and academia, students benefit from industrial trips, guest lectures from industry experts, internship programmes, subject presentations, participation in various contests and management events. The institute has improved its operations and outcomes in response to the NAAC peer committee's recommendations. Moreover, the institute is willing to assess its educational system and academic performances. We collect stakeholder's feedback on various aspects such as teaching-learning and other processes. The institute is applying for NAAC accreditation for the second cycle as a step towards reaching up new benchmark in order to receive an improved grade.

Vision

"To be a benchmark business school in human capital transformation through academic rigour and business research approach"

Mission

"Continuous innovations in academic and research practices to achieve new standards of performance. Comprehensive transformation of students to make them better citizens of tomorrow."

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strengths of an institute are all positives about the institute as seen from the point of view of stake holders. Strengths helps SIBACA to take maximum benefit out of opportunities available and create a position in value delivery process. Following are the important strengths of SIBACA.

- Experienced and highly qualified faculty.
- Research Centre affiliated to SPPU.
- Excellent infrastructure
- Student centric environment
- Enormous career opportunities are made available to the students through Central Placement Cell.
- Rigorous extension activities for neighbourhood community.
- State-of-the-art sports facilities with synthetic track, where illustrious sports persons have been moulded.
- Project Based Learning (PBL) approach.
- Transparent, conducive and collaborative work environment
- Free sports coaching in association with SRS Sports Academy, Mumbai.
- Biodiverse/sustainable/eco-friendly campus with fully residential facilities.
- Regular conduct of Co-curricular and extracurricular activities for holistic development of students
- Alumni association
- Innovative teaching-learning practices.
- Favourable work environment for faculty and staff
- 24 X7 Free medical facility for all is available in campus through Rural Health Training Centre (RHTC).
- Support to faculty for pursuing higher studies leading to Ph.D.
- 100% faculty members are either holding Ph.D. or qualified with SET/NET.
- Train The Trainer Program for newly inducted faculty
- Students' participation in policy decision making bodies
- Effective implementation of VAS and STPs for overall development of students
- Academic MoU with Foreign Institution for student centric programs.
- Regular conduct of Institution's Innovation Council (IIC) programs in collaboration with AICTE for Higher Educational Institutions (HEIs) to systematically foster the culture of innovation and start-up ecosystem
- MoU with industries for student centric programs
- Comprehensively safe and secure environment in the campus
- Well Equipped infrastructure with ICT facility, Internet and Wi-Fi Facility
- Gender/Divyagjan empowered campus.

Institutional Weakness

Weaknesses of an institute, from stake holder's perspective, are the limitations which institute should overcome by using it's strengths. Following are some of the weaknesses of the institute which the institute has already started working on to overcome.

- Limited Student/Faculty exchange programme.

- The potential talents of research not adequately converted into research papers, patents and copyrights.
- Connectivity (being at remote location)
- Less number of funded research projects
- The strong drive required for promotion of consultancy

Institutional Opportunity

Opportunities of the institute are the positive possibilities which are mainly created because of external environment. The institute has identified following opportunities for which the institute has already started gearing up for taking maximum benefit.

- Host various government/ non government /academia programs in the campus.
- The institute plans to encourage contemporary, applied and cross functional (management and technology) research leading to increased numbers of patents, copyrights, start-ups, entrepreneurs, consultancy projects and MDP assignments.
- SIBACA would like to improve the academic model by enriching curriculum in view of NEP 2020 through interdisciplinary and multidisciplinary courses, value addition courses etc. and improve academic delivery model. The institute looks at it as a very vital opportunity.
- Near to Mumbai, financial capital of India & Pune-Pimpri-Chinchwad Industrial Area.
- Strengthening alumni network to enhance the academic, placement, entrepreneurship, incubation centres and start-ups.
- Upliftment of the research centre by increasing more number of research guides and student enrolment as well as getting funded research.
- The College has collaborated with eminent academic institutions in India and abroad for faculty and student exchange programme.

Institutional Challenge

Challenges for an institute are the areas of concern which are mostly posed due to external environment. The institute sees the following as challenges and has a plan to convert them either into opportunity or to safeguard it's interest by insulating itself from the potential challenge.

- Students intake from various socio-economic and academic background.
- To enhance the communication skills of the students, as most of them are coming from rural background.
- Change is an internal phenomenon but the speed of change in current environment is tremendous, as much as it was never there earlier. This phenomenon is expected to only accelerate rather than otherwise. The institute plans to overcome this challenge by focusing on innovation, adapting to the best practices in the industry and institute's ability to reduce the response time to stimulus and also enhance employability skills of students in a rapidly changing environment.
- Motivating students to undertake entrepreneurial ventures.
- The institute being affiliated to SPPU, doesn't have an autonomy and hence there is a challenge to create a conspicuous distinction in value proposition and value delivery model. The institute plans to overcome this challenge by going for institutional autonomy.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

SIBACA is following the curriculum of SPPU as per AICTE norms The Institute has been making consistent and concerted efforts to supplement the University's Curriculum to ensure that the academic programme and Institution's goals and objectives are integrated through eminent faculty and resource persons through a series of class room seminars, workshops and interfaces. The syllabus revision has been done in the year 2013 where CBCS has been introduced and later syllabus revision has been done in the year 2019. Faculty members including the Director have directly contributed for curricular development and revision of the syllabus.

The Institute is engaged in continuous dialogue with industries through its faculty members who mentor students' project/field works. This enables collection of feedback about curriculum & its implementation. These issues along with the other stakeholders' views (Students, Alumni & Faculty) are discussed in internal meetings and subject institute takes the steps to overcome such deficits without waiting for a change in SPPU Syllabus.

Subject/courses distribution to faculty members as per experience and willingness, is carried out well before commencement of the semester, so that faculty can prepare course material and make it available to the students in advance. The periodic assessments of students are undertaken through assignments, class tests and term end exams. The institute has well defined continuous internal assessment/evaluation mechanism. Train the Trainers program for all institutes of Sinhgad Technical Education Society (STES) ensures consistency in delivery of contents by the newly joined faculty members. MBA Program offers experiential learning through project work/field work/internship, around 98 % of students have completed those internships. The Course outcomes of various courses are developed so as to derive maximum potential benefits out of it. The course outcomes also ensure the attainment of different Program Outcomes (POs).

Institute has offered 32 add on courses and various co-curricular activities as per guidelines to address topics on recent advances and beyond curriculum trends to ensure holistic development of students.

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum through different courses as well as through co-curricular and extracurricular activities.

Teaching-learning and Evaluation

Student Enrollment

Admission process of SIBACA is transparent and well-administered. It complies with all the norms of concerned regulatory authorities, such as, All India Council for Technical Education (AICTE), Directorate of Technical Education (DTE) and Savitribai Phule Pune University (SPPU). The admissions are directly done by DTE Government of Maharashtra through state level common entrance tests based on merit cum reservation counseling. The institution respects its commitment to diversity, access, and inclusion by admitting eligible candidates for reserved seats (SC, ST, OBC, Divyangjan). Average percentage of students admitted from reserved category is 67.22 %.

Teacher Profile and Quality

The institute has competent teaching faculty and designing learning environment in tune with stakeholder's perception. The comprehensive model of teaching and learning is blend of conventional and modern teaching methodology.

Student Teacher Ratio

The teacher-student ratio is **1:20**. The Institute has a strong belief in the use of student-centered teaching methods to promote active participation and problem-solving skills as part of a participative learning approach.

Teaching- Learning Process

LMS is used for academic planning and monitoring. It also provides interactive, **participatory, experiential, problem-based**, and ICT-enabled learning. This gives to the students appropriate Academic - Industry interface, so that the students meet the exact requirements of the organization. **Participative Learning** through Institution's Innovation Council is done through enrollment in online courses through platforms like Swayam / NPTEL, and participation in Spectrum. Institute also takes interest in research and extension, so that the students can develop their views regarding the business environment. Institute takes various initiatives to build up employability skills and aims for comprehensive development. **Problem Based Learning** tools such as AMCAT and Case-studies that simulate real-world scenarios are used.

Evaluation Process and Learning Outcomes

Examination and evaluation processes are followed as per affiliating university guidelines. Director, College Exam Officer, and Exam Committee ensures adherence to exam schedule and timetable. Transparency, robustness and fairness are maintained in the conduct, monitoring and assessment of examinations.

The **COs/POs** are displayed on the website and their attainment is measured. The average pass percentage of final year students is 89.17 **%** which is better than university average.

Research, Innovations and Extension

SIBACA has a well equipped research centre affiliated to SPPU with 4 research guides. Institute organizes various research activities to motivate students and faculty members, to undertake variety of research projects which are ultimately useful for society at large.

100% of institute faculty members are Ph.D. holder/ Cleared SET exam and facilitated to participate in research and related activities outside the institute. A research committee is put in place and yearly research related activities are carried out. We believe that research, consultancy, and extension activities are integral part of the academic programme and promotion of research has been synthesized in its academics. Faculty members are supported with financial assistance to attend various seminar, conferences and workshops with 'on duty leave', 'study leave'. The institution has good infrastructure for research activity. Institute has subscription to various e-journals and magazines to help researchers to be updated and informed about recent research activities across the globe. The institution has created a platform to have active interaction between the faculty, students and the eminent researchers through invited lectures as well as during conferences. The faculty have published 38 papers published in UGC/ ABDC/ Scopus in the last five years. Our faculty members also

have 02 Patents and 02 Copyrights to their credit.

Institute has various MOUs with industry to facilitate students for field visit, survey, internship and industry expert talks. Institute arranges various collaborative, extension and outreach programs for the social cause.

Various activities like poster competition with Innovation as theme, workshops on IPR and Research Methodology, Guest lecture sessions, Sessions with Startup as theme and many more have been carried out in last 5 years.

Infrastructure and Learning Resources

The institute has well equipped and adequate, well-designed, amply illuminated, ventilated and sufficient number of spacious class rooms, computer labs & tutorial rooms etc. The institute has seminar hall, conference hall which are used for various activities such as seminars, workshops, conferences and placement drives. Each class room has the computer system, LCD projector, LAN and internet facility, audio video facility, accessibility of library database. Separate hostel facility for girls and boys is provided on the campus. Campus is equipped with international standard sports complex with grounds for football, cricket, basketball, athletic track, swimming pool, gymnasium, yoga Centre etc. Corporate Training Centre (CTC) is available for conducting various corporate training and industry institute interaction programs.

In conformity with AICTE Norms, the Institute Library has 688 sq. meter area with seating capacity of 100 students/faculty members in the reading room. The institute has subscribed Print Journals, Database for E-journals (DELNET), E-books (DELNET), and Harvard Business Case studies. The institute has membership of Jaykar library, SPPU Pune. The institute library is fully automated with KOHA software. Online e - journal and e-books facility through Databases like DELNET: e-books business core collection, Business Collection, Computer Applied Science (E-Journals) the institute library has excellent collection of books, references, journals, magazines. Library also has subscription to various e-journals, and has a spacious reading hall for students.Special reports and other knowledge resource are available for library enrichment.

Institute has multimedia and language lab for students and staff members. E-content are developed and kept on Intranet / FTP server. The computer to student ratio is 2:1. The entire campus is Wi-Fi enabled with 24/7 internet facilities to the students and staff.

Institute campus has a structured LAN facility; the whole network is in 3 tiers architecture comprising the core, distribution and access. All the end users/workstations are connected through 110 Railtel Pvt

All necessary provisions are made in the annual budget so as to ensure sufficient funds are made available for augmentation and maintenance of infrastructure. The institute has in-house maintenance resources and also external agencies are used for physical facilities, IT infrastructure maintenance purpose.

Student Support and Progression

SIBACA is constantly evolving with the adoption of an inclusive ecosystem and embedding approaches for student's holistic development. The institute gets students from diverse cultural and geographical background

across India for MBA Program. At the core of our approach lies the belief that students are the primary stakeholders in the institution, and as such, we must implement student-centric practices to ensure their success. Our primary goals is to empower our students to become successful professional in the area of their liking by developing the necessary traits.

Our institution facilitates eligible students to avail scholarship and freeship as per norms of Central and State Government. Average percentage of student benefited by these schemes is 78.08% in last five years.

Our institution conducts several co-curricular, extracurricular, and sports activities to facilitate holistic development and help students emerge as socially mature individuals. We have designed measures that promote inclusivity, skill development, and social inclusion, all of which contribute to a supportive environment for our students.

Enrichment Courses, special coaching and remedial classes are provided. As a part of curriculum a project-based learning and summer internships projects are offered to the students. Language lab is also utilized for communication skill development. We have established a career counseling cell (CCC) and Training & Placement (T&P) cell of the institute which organizes career guidance, employability enhancement, soft skill development and aptitude training for the students. Regular campus recruitment drives are conducted for the placement of students. Our large pool of alumni also visits our institute to support our student's skill development & Job placement.

In order to empower students, we have granted membership to students in various administrative bodies, such as the, Internal Complaint Committee (ICC), Grievance Redressal Committee and Anti Ragging committee. This has set up transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases for smooth conduction of the institute's administration.

Cultural fest "Sinhgad Karandak", Technical events like Techtonic, Management Fest Spectrum, have been arranged annually along with sports event. Alumni meet is being conducted at regular interval to build the strong alumni network through registered alumni association.

Governance, Leadership and Management

The mission and vision of institute are designed in harmony with higher education policies of India. The institute has the governing body which works under the STES, which comprises of academician. Faculty members on the management committee are actively involved in the decision making process at various levels by various statutory bodies including Governing Body, College Development Committee and non-statutory bodies like Academic Cell, Research Cell etc. Through the effective leadership of the Director, deployment of strategic plan involves active participation of faculty, students and other stakeholders.

The institute organizes workshops, seminars and conferences for the overall development of the students and to inculcate leadership qualities. Regular professional development / administrative training programs are organized by the Institution for teaching and non teaching staff. Faculty members are allowed to attend various professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs and financial support is provided for the same. Quality initiatives are taken by IQAC for promoting quality culture. Teaching and nonteaching staff are evaluated through structured performance appraisal system.

The institute has adequate budgetary provision for academic activities and its mobilization is monitored by the institute to ensure optimum utilization. The institute is autonomous in implementation of decisions, planning for strategic development and deployment for perspective plan document. The institute has well defined policies for faculty recruitment and promotion. Improvement in the qualification is appropriately appreciated through pay scale improvement and promotion. Institute has its internal quality assurance system/cell (IQAC) . It aims at continuous improvement of quality and achieving academic excellence. Participatory approach is adopted by the institute where suggestions made are incorporated to set the process for the development of the institute.

The Institute has well defined **e-governance policy** that helps in the operationalization of administration, Students support, finance and examination through ERP for effective teaching and learning process.

SIBACA is a self-financed institution. The expenses like salary, academic, administration and other expenses are met mainly through the student fees. The scholarship and the grants received by the institute are utilized for the purpose it is sanctioned by the concerned agency.

Institutional Values and Best Practices

Institute through its policies, plan and activities commits itself to an exhibition of organizational values as follows.

The institute's action plan meets gender sensitization requirements. The annual Gender Sensitization Action Plan facilitates gender equality policies and projects. Safety, security, and counselling services were given to female employees and students. Female faculty members as well as female students are integral part of the administrative and academic committees.

The institute has given importance to **environment sustainability:** Waste management, energy management, rainwater harvesting, etc. Eco-friendly initiatives including Solar energy, and E-waste management are practiced.

The institute is committed to adopt environment-friendly policies towards environmental consciousness and sustainability. With regard to it various initiatives are taken by the institutes such as tree plantation, gardening, waste management, and disposal of e-waste, use of renewable energy resources like solar water heaters, water harvesting, and savage treatment plant.

Various initiatives are taken to engage local neighbourhood community and simultaneously locational advantages and disadvantages are addressed. Handbook for code of conduct is available to maintain human values and professional ethics. Institute organizes activities to increase consciousness about national identities and symbols. Institute emphasize on creating awareness amongst students regarding the fundamental duties and rights of Indian citizens and other constitutional obligations. Institutional functioning is as per professional code of prescribed / suggested by statutory bodies authorities.

Institute emphasizes on best practices through various aspects, value addition programs such as **student training program.** The formation of   based on Industry expectations has added impact on employability skills and holistic development of the students.

Train The Trainer programs by the senior faculty to the newly joined faculty to transfer the knowledge on

methodology of teaching different courses at undergraduate level. It also promotes the faculty to attend the training programs by way of guest lectures and expert's lecture sessions at other institutions for knowledge sharing.

The institute's distinctiveness is CSR activities which is achieved by organising various CSR activities. CSR activities that are unique to the institution and reflect its values and beliefs, while also being relevant to the larger society, are more likely to be perceived as genuine by stakeholders.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SINHGAD INSTITUTE OF BUSINESS ADMINISTRATION AND COMPUTER APPLICATION
Address	Kusgaon (BK), Off. Mumbai-Pune Expressway Lonavala Taluka Maval District Pune- 410401
City	Kusgaon BK Lonavala
State	Maharashtra
Pin	410401
Website	http://sinhgad-sibaca.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Vidya Arun Nakhate	2114-673308	9881476714	-	director_sibaca@sinhgad.edu
Associate Professor	Rajendra Bhadale	2114-673508	9766314576	-	sibaca.aqar@sinhgad.edu

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document
Maharashtra	Savitribai Phule Pune University	No File Found

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	15-05-2023	12	
AICTE	View Document	15-05-2023	12	
AICTE	View Document	15-05-2023	12	
AICTE	View Document	15-05-2023	12	
AICTE	View Document	15-05-2023	12	
AICTE	View Document	15-05-2023	12	
AICTE	View Document	15-05-2023	12	

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	Kusgaon (BK), Off. Mumbai-Pune Expressway Lonavala Taluka Maval District Pune-410401	Rural	2.5	3996

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
PG	MBA,Management,	24	Graduation	English	60	56
Doctoral (Ph.D)	PhD or DPhil ,Research,	60	Post graduation	English	6	2

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	2				1				4			
Recruited	2	0	0	2	1	0	0	1	2	2	0	4
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				1				0			
Recruited	0	1	0	1	0	1	0	1	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				32
Recruited	20	12	0	32
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				32
Recruited	20	12	0	32
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				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

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

Part Time Teachers									
Highest 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.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		**From the State Where College is Located**	**From Other States of India**	**NRI Students**	**Foreign Students**	**Total**
PG	Male	64	6	0	0	70
	Female	44	0	0	0	44
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	1	0	0	0	1
	Female	1	0	0	0	1
	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	9	6	10	6
	Female	5	3	4	1
	Others	0	0	0	0
ST	Male	0	1	1	0
	Female	1	0	1	0
	Others	0	0	0	0
OBC	Male	4	9	0	3
	Female	2	3	2	0
	Others	0	0	0	0
General	Male	16	16	5	15
	Female	13	9	4	11
	Others	0	0	0	0
Others	Male	4	2	2	3
	Female	2	4	2	2
	Others	0	0	0	0
Total		56	53	31	41

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The National Education Policy (NEP)–2020 focuses on skill, competencies and relevant knowledge befitting the 21st century and Industrial Revolution 4.0. A multidisciplinary education on cognition, skills, social, physical, emotional and moral development leading to holistic personality development is the focused theme. This kind of comprehensive learning is advocated in a methodical way in all of the programmes, whether they are professional, vocational, or technical. They must mainly aim at employment, entrepreneurship, innovation and placement. Sinhgad Technical Education Society (STES) was established in the year 1993 under the dynamic leadership of Prof. M. N.

Navale, Founder President. The sole objective of the society is to provide quality education in the field of Engineering and Technology, Health Science, Management, Computer Application, Architecture, Medical, Dental, Pharmacy, Law, Arts, Science, Commerce and School Education. All the institutes under STES are recognized by the concerned statutory authorities and meticulously fulfill the norms and standards laid down by them. Sinhgad Institute of Business Administration and Computer Application (SIBACA), was established in the year 2004. The vision and mission of the institute is to inculcate holistic development of students and teachers. The mission statement focuses on the needs of the society in explicit terms, namely imbibing a unique value system, transparent work culture, and excellent academic and physical environment for conducive to learning & creativity to accomplish the vision of the institution. SIBACA is residential B-School offering Master of Business Administration (MBA) and Ph.D programs. The institute is recognized by All India Council for Technical Education (AICTE) New Delhi and Directorate of Technical Education (DTE) Government of Maharashtra. It is affiliated to Savitribai Phule Pune University (SPPU), Pune. To serve the interest of the student community as well as the corporate industrial sectors, STES maintains a close liaison with industry and other leading organizations. The institute has already implemented choice based/elective pattern as per the guidelines of UGC/Savitribai Phule Pune University and the curriculum is competence and outcome based. Emphasis is given to industrial training, summer internship as well as research projects based on field studies/industrial visits. The institute encourages students of in developing multi-disciplinary projects in the form of market research, lean management, stock market decisions, environmental issues, IoT based projects and others so that the student participates in national and international competitions thus suggest solutions to society's issues and challenges. Value-based multidisciplinary education in the form of field visits, role play, case studies, webinars, seminar, activities like Yoga, value added programs, expert lectures etc are provided to the students with the intention of developing humanistic, ethical, social, constitutional, intellectual, and universal human values. However,

	since the institute is governed by AICTE and as per their regulations there is no lateral exit. Thus, the vision of the institute has realized the salient features of NEP.
2. Academic bank of credits (ABC):	The institute has positively responded to the new Academic Bank of Credits (ABC) concept that was presented in NEP 2020. In this regard, we had registered our institute on www.nad.digilocker.gov.in site and identified one of our faculty Prof. Amruta Dhande, Chief Examination Officer as a Nodal agent. At the time of registration, we had downloaded the required 15 templates, beginning with the SSC marks sheet and continuing all the way up to degree certificates. Moreover as per the guidelines of the affiliating University regarding NAD, the students have been educated on the goals and significance of such efforts, and relevant connections have been supplied to them. The students will receive assistance in this regard from both the exam section and their respective class teachers. The institute shall act in accordance with any additional essential instructions or directions, as and when they are sent to it by the relevant authorities. The institution is willing to introduce dual degree / twinning programs with credit transfer facilities. Institute shall take necessary steps for the preparation of the same.
3. Skill development:	Apart from imparting professional PG programmes, we are also offering add-on certificate courses which cater to the need of education in the chosen area of specializations. Value education is to be inculcated through co-curricular and extracurricular activities, our institute is focusing on the overall development of students by providing human orientation and experiential learning on human values, societal concern, and environmental awareness. As a step towards competence-based learning that helps students to further improve their core skills, the institute has best practice of Comprehensive Student Training Program (STP) for development of core management aptitude among students. STP involves the provision of special training over a wide spectrum of attributes a management student is supposed to possess. The whole training is subdivided into various phases in two semesters which includes soft skill, communication skill, Technical, Fundamental and Aptitude Training, Technical report writing etc. Curricula for these STP phases have been designed

quite thoughtfully and are reviewed and revised suitably from time to time. Extra-curricular Committees along with various CSR teams with MOUs with SIBACA are actively engaged in social activities. Owing to their constant encouragement, a large number of students are actively involved in various social activities and showcase their responsibilities towards society. The universal values are inculcated by organizing various social activities like blood donation camps, tree plantation drives, clothes and food donation drives etc. The students also take up the mandatory course on constitution prescribed by the affiliating university. The Institutional Innovation Council (IIC) organizes lecture series and conducts various activities which provide a platform for the students to nurture their startup and entrepreneurship abilities. The institution is also planning to start a course with NSDC in this aspect. Our Training and Placements Committee oversees technical and soft skill trainings through inhouse and external collaborations and are imparted through various, Customized Training Programs, Add-on Certificate Courses, Hands-on Training workshops, Entrepreneurship skills and Seminar/Conference/FDPs, enriching employability skills, interpersonal skills, communication skills. The Institute's two Centers of Excellence effectively handle the responsibility of skill development of students in the areas of Advanced Excel, Power BI and Digital Marketing.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The institute is governed by AICTE/SPPU regulations and their curriculum and hence it is imperative that all MBA and Ph.D programme adhere to the use of the English language as the medium of communication. However, during remedial and tutorial classes, efforts are made by the subject teacher to explain the difficult concepts in regional/national language. The college, on the other hand, observes significant days such as Hindi Bhasha Divas and Marathi Bhasha Divas in order to raise awareness of India's national and regional languages as well as the culture that is linked with each of those languages. We also propose to offer a certificate course in Marathi for outside state students. The college annual cultural festival known as "Meghmalhar" and inter collegiate competition hosted by the institute include a variety of Indian

	dance, drama styles as well as musical performances in Marathi as well as Hindi languages. Many a times the role plays related to various on field or office situations simulated in classrooms are encouraged to be performed in Marathi and Hindi languages since in practice local and national languages are most frequently used in these situations. Thus the Institute devotes all of its efforts to the incorporation of the Indian Knowledge system into its operational culture and to the dissemination of this knowledge.
5. Focus on Outcome based education (OBE):	Competency/Outcome-based education, often known as OBE, is an approach that is performance based and has recently emerged as a prominent model for the reform of education on a global scale. Our institute has adopted the outcome-based education model notified by SPPU/AICTE. The POs, COs, PSOs and their attainment has been worked out in accordance with the requirements of the National Board of Accreditation (NAAC) and the All India Council for Technical Education (AICTE). Exams and other forms of student assessment play a significant part in determining the overall quality of an educational experience. They are required to not just evaluate the accomplishments of the students (and their grades), but also to determine whether or not the specified learning goals have been attained. It is essential to demonstrate that accurate and reliable evaluations have been conducted in order to demonstrate that programme objectives and results have been achieved. The following reforms were introduced in evaluation 01) Drafting of question paper by including incorporating Revised Bloom's six levels of competencies within the cognitive domain 02) Assessment and attainments of Course outcomes and Programme outcomes and their mapping The institute's current assessment and evaluation methodology is in line with the requirements of NEP 2020, and any new inputs will be applied in accordance with the recommendations provided by competent authorities.
6. Distance education/online education:	SPPU, the affiliating University offers a variety of online courses which students are opting as per their interests. Offline or Face-to-face classes were suspended during COVID-19. Our faculty and students adapted to the lock down situation positively and maintained academics through online classes Following initiatives/methods were employed to

deliver online education Multiple ZOOM, Microsoft Teams and Google Meet which were subscribed for theory and practical classes, providing uninterrupted sessions. Students received lecture notes and presentations via ERP. Online sessions helped slow learners. Whatsapp groups enhanced student communication and comprehension. Content beyond syllabus and recent advancements were delivered by organizing Webinars/Workshops which included the experts from industry and academia through ZOOM, Google meet and Microsoft Teams platforms. Students' learning efficacy was tracked using Moodle and google forms, etc. Continuous assessments were conducted by short presentations, posters, and flyer preparations. Internal examinations were conducted through ERP platform and LMS portals. The mode of examinations conducted were of Multiple Choice Questions and Subject based assessments. Before the online University examinations, students were trained on the revised examination pattern by conducting preliminary examinations through online mode. Students were encouraged to undertake online skill development courses through ODL Coursera, SWAYAM/NPTEL Platforms. International and National level Faculty Development programmes, conferences and Employability skill tests were conducted using online platforms. Online placement support was provided by delivering orientation on CV preparation, performing online skill tests and interviews, and organizing Pool campus and Campus drives utilizing online platforms. Now online and offline modes of teaching are also included in NEP. The Institute promotes online education through organizing national and international FDPs, certification courses. The liberalization of the economy, including educational institutions, has paved the way for 'PHYGITAL' learning, which integrates online and offline resources. According to the New Education Policy, this is the new normal. Our institute is ready to adopt NEP2020's Digital Education Policy due to the aforesaid facilities and practices.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, Sinhgad Institute of Business Administration and Computer Application (SIBACA), Lonavala has taken steps to promote electoral literacy and civic engagement. Recognizing the significance of voting as a fundamental democratic right and responsibility, the institute has set up an Electoral Literacy Club (ELC) in December 2022 , with a dynamic team of students and faculty coordinators. The institute under assessment has set up a mechanism driven- Electoral Literacy Club that aims to impart awareness about citizen rights, the duty of voting as a citizen. Vision of SIBACA ELC: To create young voters through Electoral literacy Club and increase the participation of the student community in Democracy. SIBACA ELC involves its students through interesting activities and hands on experience to sensitise them on their electoral rights and familiarise them with the electoral process of registration and voting. Our ELC ensures students from rural communities participate regularly. Activities and Games are designed to stimulate and motivate students, provoking them to think and ask questions.
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?	Yes, The students' coordinator and coordinating faculty members were appointed by the College: The ELC's are functionally and fully operative in on campus mode. The institute elects coordinators among students on rotational basis each semester and faculty members to act as a coordinator for ELC based on selection by the Director. The selection of coordinators is done in a manner that all the sections of the society are equally represented through the students and faculty members. A Nodal Officer is appointed from the administrative staff to ensure the Agenda of the ELC is In line with the Election Commission of India. The ELC is representative in nature. The ELC is functioning with the following objectives: • To create awareness and interest among faculties and students through awareness activities and camps. • To educate the targeted populations about voter registration, electoral process and related matters. • To help the targeted unaware people understand the value of their vote • To facilitate voter registration for its eligible members who are not yet registered. • To develop a culture of electoral participation and maximize the informed and ethical voting.
3. What innovative programmes and initiatives	ELC of SIBACA regularly coordinating the voter

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.	awareness campaigns to spread the awareness about the voting to young minds to strengthen our democracy. Also our ELC, Celebrated Voters Day in the objective of increase the eligible voter's through new voter enrolment. A plethora of programs are rigorously implemented by the ELC on a Monthly basis . Some of the programs undertaken are: 1. Voting Awareness Rally- Tumcha Matt Tumcha Adhikar 2. Debate and Discussions on Future of Democracy. 3. Assisting the ward level arrangements if voting done in campus premises 4. Talks by faculty members on Changing perspectives of voters in New-Age democracy.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	1. A voting helpline kiosk managed by institute and students during electoral week. 2. We are in the process of developing a digital application with the students that collects data of the students from campus who has voted and records their expectations from the government. 3. Ensuring the nation –building agenda of the government and importance of voting reaches the last student of the institute by different symbolic representation of Voting as a duty in campus premises and classroom environment. 4. We have conducted awareness drives like rally for creation of awareness on voting to common public. It aims to avoid cash for voting; maintaining confidentiality of voting, explained that voting is fundamental rights for a citizen in nearby villages.
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.	A strong mechanism is in place to ensure students enrol as voters, during admission process a valid Voter Id number is asked from the student and is added to the institute records. The student also fills a manual form and furnishes details of Locality, ward and voting history. The institute grants leave and permission for the students to visit their hometown for voting and celebrates all the students who have voted by presenting a "I decide in Democracy" Badge. The students who have participated in the voting process get an opportunity to lead events of the Electoral club and interact with different politicians which improves their social etiquette and communication skills. (Kindly attach google form survey data of active student voters here, any graphical or numerical representation)

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
115	109	84	72	161

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

2 Teachers

2.1

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

Response: 22

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	5	9	8	16

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
76.60	60.20	74.63	81.83	133.05

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 Institution ensures effective **curriculum planning** and delivery through a well-planned and **documented process**. The Regulations and Curricula are fixed by the affiliating University. Inside this structure, the Institution offers a wide scope of electives by giving Generic Core/Elective, Subject Core/Elective Courses to the students in every semester where the students have the flexibility to pick any one specialization from the offered specializations.

At SIBACA, Curriculum planning and implementation is done in the following manner as under:

A. At the start of every semester Faculty Meetings are conducted and SPPU Academic calendar is being discussed. Institution's Academic Calendar as well as Institutional activity calendar is prepared by the Academic Coordinator accordingly. Subject preferences are taken from the faculty members through Google sheets shared by Academic Coordinator.

B. Other points related to Academics are discussed in the meeting with every Faculty member such as Course File preparation, teaching plan submission, teaching pedagogy, portion of the syllabus to be completed within the stipulated time (Academic Audit has been done in the mid as well as end of semester), timetable to be prepared by Academic Coordinator and assessment parameters to be shared by exam department for concurrent internal evaluation (CIE).

C. Course File Content:

1. Vision, Mission and Quality Policy

2. Syllabus

3. Teaching plan

4. Program Educational Outcomes, PO's and Course Outcome

5. Activities and Academic Calendar

6.Time Table

7. Concurrent Internal Evaluations (CIE)

8. Lecture Notes/PPTs

9. List of assignments/Multiple Choice Questions

10. Question Bank

11. University Question papers

D. STES Train the Trainer Program: Every year faculty development program by the name Train the Trainer at STES level being organized in order to train the new faculty members as well as train the existing faculty members for taking new subjects for Professional Development of Teachers with reference to the courses according to specializations, where various related subtopics were discussed in detail by eminent educationists. Improved teaching methods ensure consistent and improved student performance. They use latest ICT Tools to impart effective education.

Induction and Orientation Programs are timely organized to acquaint new batch of students about the institutional policies.

E. To fill the gap between Industry and Institute several guest lectures were arranged. Eminent personalities, Alumni from other Institutes and Industries are called to address on the issue.

F. The Institution has set up broad framework for innovation driven learning. It widely utilized for posting course notes, MCQs, PPTs, extra learning materials and different conversations/handouts.

G. For exhaustive improvement of students, summer internship program under the guidance of industry and faculty mentors are conducted.

H. Internal examinations, result, assignments, continuous evaluation sheets and syllabus coverage are available with every subject teacher, so all the evaluations are finally compiled into a term work evaluation sheet. The students get the marks based on their academic performance in the examination for the semester.

I. In case of any last minute deviations in the given academic schedule by the University due to unforeseen circumstances, the Institute adopts the revised schedule.

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

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM,

NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 6

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

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response: 95.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
112	102	84	72	146

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Response:

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum. Holistic development of students is the main purpose of curriculum. MBA is professional course which imparts the discipline, professional ethics and human values in the students. While this is attempted through prescribing dynamic and updated curricular inputs, the Institute is imparting value added courses and activities, out of which few are not directly linked with students discipline of study and it contributes to sensitize students to cross-cutting issues relevant to the current pressing concerns both nationally and internationally such as gender, environment and sustainability, human values and professional ethics, development of creative and divergent competencies. Conducive environment of institute helps in inculcating human values and professional ethics. The curriculum offered by the Savitribai Phule Pune University includes the various courses to addresses the cross-cutting issues are mentioned below:

A. Professional Ethics: Organizational Behaviour, Entrepreneurship Development, Legal Aspects Of Business, Verbal Communication Lab, Selling & Negotiations Skills Lab, Qualitative Research Methods, Marketing Research, Integrated Marketing Communications, Indian Ethos & Business Ethics, Corporate Social Responsibility & Sustainability, Management Fundamentals and Business Communication Lab.

B. Gender: Enterprise Analysis - Desk Research and Current Trends & Cases in Human Resource Management.

C. Human Values: Organizational Behaviour, Business Research Methods, Consumer Behavior and Marketing Strategy.

D. Environment and sustainability: Management Fundamentals, Start Up and New Venture Management, Strategic Management, Sustainable Supply Chains, International Business Environment and Corporate Social Responsibility & Sustainability.

In addition to enriching the curriculum by integrating cross-cutting issues, the institute takes additional efforts through various activities.

In line with this, to address on **Professional Ethics and Human Values**, institute conducts various activities like Blood Donation, various CSR Activities, Run for Unity, "Bhatkanti- An Expedition & Adventurous Activity etc,

To address Gender related initiatives, Institute follows co-education practices to provide equal opportunities to all in various activities such as coordinators /volunteers / participants. The institute conducts every year a mega event called "Sinhgad Karandak " which includes cultural competition involving equal participation of boys and girls.

Institute organizes events on women's grievances & empowerment. For the same, eminent personalities were called for addressing girl students on the occasion of International Women's day under the Career Counseling Center (CCC) of the Institute.

Internal Complaints Committee to sensitize the students and employees on gender issues, make them aware of the social, moral, and legal implication of gender discrimination, encourage value education upholding gender equality, and at the same time to deal with instances of sexual harassment on campus. Anti-ragging cell are lively in the Institute, which takes utmost care and provides support to girl students and the female staff members.

For Environmental and sustainability related initiatives, Institute takes efforts for participation of students in the activities such as Tree plantation, Swachata Abhiyan to address issues like environmental and sustainability.

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

1.3.2

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

Response: 45.22

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

Response: 52

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: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

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
Action taken report on the feedback analysis	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 68.61

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

2022-23	2021-22	2020-21	2019-20	2018-19
59	56	53	31	48

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

2022-23	2021-22	2020-21	2019-20	2018-19
60	60	60	60	120

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: 67.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
29	27	28	22	15

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	30	30	30	60

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: 38.33

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:

Response:

At SIBACA, there is a strong belief in the use of student-centered teaching methods to promote active participation and problem-solving skills as part of a participative learning approach. This approach incorporates various strategies such as online case-study, online competitions and workshops that are specifically designed to engage students in their own learning process.

1. **Experiential Learning:** Experiential learning at the institute encompasses a range of activities that help students gain hands-on experience and practical skills. These include-

- **Center of excellence:** The primary focus of this initiative is to enhance the employability of students and encourage their entrepreneurial spirit.
- **Industrial Visit:** Industrial Visits are arranged for experiential learning while visiting the organization. The objective of an industrial visit is to provide students with an insight into the corporate world. Industrial visits to Mapro, Malas, and Parle are conducted to understand Industry work atmosphere.
- **Project based Teaching/ Summer Internships:** Students undertake Internship projects that provide opportunities for Students to find solutions to real-life problems.
- **Add-on Programs:** Students enrolls in various Add-on Courses on latest technologies with Business Analytics using Power BI Tableau, Advance Excel and Digital Marketing.

1. **Participative Learning:** Participative learning at the institute is facilitated through various initiatives that encourage active engagement and collaboration among students. These include:

- **Student Training Program (STP):** is conducted for students to prepare themselves for the upcoming challenges. Group discussion, Personal Interviews, Aptitude tests, Reading & writing skills are been conducted.
- **CSR Activity:** Corporate Social Responsibility Activity to Samparc Balgram in Lonavala, Blood donation camp, Trees Plantation activates are conducted for students.
- **Entrepreneurship Awareness Program:** The Institute conducts Seminars, guest sessions to meet and interact with entrepreneurs & understand real-life corporate Problems.
- **Institution's Innovation Council (IIC)**: Develop better cognitive ability among students. Function of IIC it to conduct various Innovation, IPR and entrepreneurship-related activities prescribed by MIC in time bound fashion.
- **Guest sessions:** Guest lecture by eminent experts from   industry and academics from various industries are organized to supplement the teaching process and provide Participative learning.

These programs aim to foster **critical thinking, problem-solving, and teamwork** among students, helping them develop a deeper understanding of their field of study.

1. **Problem Based Learning:** Problem-based learning at the institute involves a range of activities that challenge students to apply their knowledge to real-world problems. This approach is supported by tools such as **AMCAT and Case studies** that simulate real-world scenarios. By engaging in problem-based learning, students develop **critical thinking and problem-solving skills**, preparing them to tackle challenges in their chosen field.

INTEGRATION OF ICT TOOLS

- Faculty members ensure effective utilization of ICT through various measures and tools for participative and experiential learning. The mission of 'Digital Campus' accelerates their potential in advancing the technology in teaching and learning practices.
- Self-paced and individualized learning through ICT enabled learning environment with smart classrooms and LMS.
- Interactive teaching-learning systems, E-Learning resources, Microsoft team apps, and Wi-Fi-enabled networks with internet access.
- Well-established Classrooms with Well-equipped computers, LCD.

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: 113.89

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

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

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: 82.93

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

2022-23	2021-22	2020-21	2019-20	2018-19
06	05	06	06	11

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 institution is affiliated to Savitrabai Phule Pune University (SPPU) and adheres to the Examination Scheme of (SPPU) which includes Continuous Internal Evaluation (CIE), end-semester Examination. Assessment tools are selected based on the structure and syllabus prescribed by the University and discussed with subject teachers and communicated to the student's during the induction / orientation program. The institute has developed a structured mechanism to deal with examination related grievances in a transparent, time-bound and efficient manner. The Institute follows strictly the guidelines and rules issued by the university. Institute has established Institute level Examination Committee to handle any grievance issues.

The Institute has transparent and robust evaluation process in terms of frequency and variety. In order to ensure transparency in internal assessment, the system of internal assessment is communicated with the students well in time

Internal Assessment:

- A detailed CIE schedule is prepared and displayed on the notice board for the students.
- Faculties discuss the CIE schedule with students during the first lecture.
- After each CIE are shared with students to have an idea of their performance in the evaluations. If they come across any doubts or grievances, are addressed and resolved by the subject teacher.
- Subject faculty member evaluates the answer sheets of End term examinations within three to four days of the conduction   of the examination.
- Evaluated answer sheets are shown to the students.
- Retest for the Internal Assessment are conducted for those remain absent for any CIE due to genuine reason.
- The results of each evaluation are displayed to the students and areas of improvement are discussed.
- The Grievances (if any) reported by students after going through their answer sheets are addressed.
- Final Internal Assessment marks are entered in the University web portal.
- Changes in marks (if any) are incorporated into the database accordingly.

External Examination Assessment at University level:

- External examinations are an important criterion in the overall assessment process. There is a system at the university level that takes care of the student's institute grievances with reference to evaluation.
- Any grievance related to the university question paper is addressed to the CEO in turn he precedes the same to the university immediately.
- Examination forms fill up and payment of fee process is online. Sometimes students stuck in the

- Process and cannot proceed ahead due to one or the other reason. In such cases, students report examination section and get his/her difficulty solved.

- Students if fail or not satisfied with his/ her final marks can apply for photo copy of their answer script and the may decide on re-valuation or reassessment. If student has any grievances, they can claim to university.
- This is well defined, set and transparent process followed for the internal assessment and grievance thereof. Thus all such issues raised by the students are solved by the Institute timely and Transparently

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

- The institute, in tune with its Vision and Mission, accreditation board and affiliated university Guidelines, has established a mechanism to define program educational objectives (PEOs), Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs).

- Program Outcomes (POs) are broad statements that describe the professional accomplishments which the program aims at, and these are to be attained by the students by the time they complete the program. POs incorporate many areas of inter-related knowledge, skills and personality traits that are to be acquired by the students during their graduation.
- The CO statements are defined by considering the course content covered in each module of a course. For every course there may be 5 or 6 COs. The keywords used to define COs are based on Bloom's Taxonomy. Attainment of these outcomes is critical for ensuring that students receive a high-quality education that prepares them for their future careers.

- Course outcomes (COs) are direct statements that describe the essential and enduring disciplinary knowledge, abilities that students should possess and the depth of learning that is expected upon completion of a course. They are clearly specified and communicated. The Course Outcomes are prepared by the course coordinator in consultation with concerned faculty members teaching the same course. The COs are discussed in detail in faculty orientation workshops conducted by the respective institute.
- The Director and teachers discuss PEOs, POs and frame PSOs for the program aligned with the Institute's Vision and Mission statement.
- Program Education Objectives, Program Outcomes and Course Outcomes for all Programs offered by the Institute are clearly stated, displayed on the Institute website and communicated to teachers and students.

- Incorporated in the preparation of Teaching Plan and course file.

- The study materials of the courses, power point presentations, Lecture notes,

- Apart from the above places, all the POs, PSOs and Cos are displayed on the e contents

- At the beginning of semester, teachers discuss PEOs, POs, PSOs and COs and their correlation.

- Teaching Plan, assignments, tutorials etc., teachers take care of COs in the course and explain to the students.
- During Teaching learning process COs are discussed and mapped with internal evaluation at every stage.
- During the induction program, all course coordinators address newly admitted first-year students and their parents. This address discusses the relevance of the Institute's Vision, Mission, PEOs,

- POs, PSOs, and COs. Industry/employers and feedback is obtained about the performance of our students, which is an indicator of attainment.
- In a nutshell, COs and POs are evaluated based on Internal and External (direct and indirect)

- Assessment tools. In the direct assessment tools, the internal assessment parameters (Test, Examination, Assignments, Presentations,
- While for External assessment tools, the parameters Considered are graduate exit Survey.

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:

Response:

Program outcomes are statements that describe what the knowledge, skills and attitudes students should have at the time of graduation from an MBA program. POs refer to the broad learning goals that a program intends to achieve, while COs are specific learning objectives for each course within a program. Course Outcomes (Cos) are Statements indicating what a student can do after the successful completion of a course. Every Course leads to some Course Outcomes. The CO statements are defined by considering the course content covered in each module of a course. For every course there may be 5 or 6 COs. The keywords used to define COs are based on Bloom's Taxonomy. Attainment of these outcomes is critical for ensuring that students receive a high-quality education that prepares them for their future careers.

The evaluation of COs/POs attainment comprises internal (Direct and Indirect) and External (Feedback of Stakeholders) tools. Attainment of Programme Outcomes & Course Outcomes: The POs are mapped with the COs to attain targeted POs. CO attainment is done through direct assessment i.e. internal assessment **20% weightage** and external assessment **80% weightage**. Direct measures include comprehensive concurrent evaluations (CCEs) and university exams, while indirect measures include surveys of students and teachers.

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

1. Low correlation

2. Medium Correlation

3. High Correlation.

Internal (Direct and Indirect) Assessment Tool:

- Direct assessment methods include an assessment based on the internal evaluation by the institute and university examinations.
- Internal assessment is based on unit tests, assignments, presentations and End term exam. The faculty evaluates students continuously and encourages them to improve in performance.
- According to the university exam pattern, 50% weightage is to the Internal Evaluations, and

50% weightage is to the End-semester examination.

- Results declared by the University at the end of each semester are thoroughly analyzed in academic Audits of programs.
- Once all COs are computed, a rigorous qualitative analysis is done to attain the COs for that

Particular course. This detailed report will be shared with to Academic Coordinator as a part of Continuous improvement.

External Assessment Tool:

- Institute has a mechanism in place to interact and get feedback from its distinguished stakeholders (Students, Alumni, Employer and Industry)
- At the end of every academic year, students graduate exit survey is conducted, analyzed and used as an attribute to evaluate attainment.
- Distinguished alumni are invited as expert resource persons to inspire and motivate students by Sharing their experiences. They gave valuable feedback as an essential stakeholder is analyzed and used to improve and add any good practices.
- Regular interaction is done with the Industry/employers and feedback is obtained about the Performance of students, which is an indicator of attainment.

 COs and POs are evaluated based on Internal and Externall tools. In the direct assessment tools, the internal assessment parameters (Class Test, Presentations, Assignments, and End term Examination, are considered. While for External assessment tools, the parameters considered are Graduate Exit Survey, Industry Exit Survey, Alumni and feedback.

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

2.6.3

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

Response: 89.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
39	29	40	93	79

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	31	40	108	85

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.83

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	1.6

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

Response:

Sinhgad Institute of Business Administration and Computer Application (SIBACA), Lonavala has taken up steps to cater to the rapidly changing business world, driven by Innovation. As a part of innovation and strong research approach, SIBACA has established MHRD's Institutional Innovation Council (IIC) in the A.Y. 2022-23 for creating entrepreneurial ecosystem in the Institute in order to encourage innovation, developing IPR, idea generation and its conversion into prototype. The Institute takes efforts to inculcate innovation among both students and faculty.

SIBACA encourages students and faculty for nurturing innovative ideas which helps in identifying multidisciplinary innovative topics related to management programs.

As a part of Student Training Program (STP), institute has mandated all the students from batch 2023-25 onwards to write and publish at least one research paper based on their project work. The institute regularly organizes different Faculty Development Programs (Train The Trainer), workshops and Seminars. In SIBACA we have established Career Counselling Center (CCC) which exhibits different activities under Innovation Cell, Entrepreneurship Development Cell, and Higher Education Cell etc. Establishment of IPR Cell is a part of IIC activity.

Faculty members have IPRs such as patents and copyright which are developed with focused efforts and granted by the designated authority in India. SIBACA organises IP awareness and training programs for students and faculty members in association with National IP Awareness Mission (NIPAM) initiated by GOI, Ministry of Commerce and Industry. Institution has also taken initial steps to enhance entrepreneurship skills among students by teaching various subjects such as ED, Start up and innovations, etc.

IIC of SIBACA takes steps in the right direction to innovate, ideate and create an intellectual property to commercialise in various business domains under which various activites related to entrepreneurships, innovation, IPR and start-ups are conducted.

Institution has signed MOUs with TiE Pune. Tie has already shown interest for seed funding and willingness to start incubation centre for the students who would like to innovate in products and service offering in their own business ventures.

Under Entrepreneurship Development (ED) cell we are inventing buddying entrepreneurs for the interactive sessions for students. SIBACA has a recognized Research Centre which is affiliated to SPPU. There are Three research guides associated with the SIBACA Research Centre. Currently 5 research scholars are pursuing Ph.D. program under research centre. Since establishment of research cell till the year 2023, 17 research scholars have been awarded Ph.D. Some of the key actions were the conduction of Ph.D. course work at Institute, organizing a series of research based seminars and workshops. Institute is adhering to the Savitaribai Phule Pune University (SPPU) guidelines and the processes for execution for Ph.D. program. Institution offers various courses which foster the environment for Innovation as per curriculum of the MBA program such as BRM, QRM, SIP, EADR, IADR, MR etc.

Outcome:

SIBACA fosters students and faculty members to develop constructive insights and out of the box thinking approach. It leads to build the foundation for coming up with innovative product and service offerings for the market.

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: 42

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	12	04	04	07

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.68

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	4	4	5	0

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View 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: 0

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

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

Response :

SIBACA contributes towards creating socially responsible industry leaders by engaging them in extension activities which are carried out for the benefit of the society at large. It makes the students aware about their responsibilities towards the neighborhood community. Sustainable business is the need of the future which helps in their holistic development. Hence it is very important to imbibe the responsibility towards society and environment. Extension also is the aspect of education which emphasizes community services. These are often integrated with curricula as extended opportunities, intended to help, serve, reflect and learn. The curriculum-extension interface has an educational value, especially in rural India.

Following activities were carried out by Institution in neighborhood community

- CSR Activity – Visit to Orphanage- visit to orphanage is planned with a sole objective of exposing students towards various sections of the society.
- Bhatkanti - An Expedition & Adventurous Activity- expedition activity gives students an opportunity to get closer to nature and observe the nature closely. It also creates a sense of adventure and builds a team spirit amongst students.
- Health Camp- Timely and preventive health check up initiative is must to create awareness about having healthy lifestyle be created amongst students. This objective is served with a Health Camp.
- Run for Unity- It is conducted to make student aware about unity amongst citizens about importance. Integrity amongst diversity is very essential for the national building.
- Blood Donation Camp- blood donation camp is carried out every year to contribute our small bit for the wellbeing of the society. Students and staff members across the campus participate in the efforts.
- Swachhata Pakhwada- cleanliness drive was taken up around the institution so as to develop the habit of keeping the surroundings clean.
- Vastra (Cloth Donation)-In today's prosperous world many unprivileged ones are struggling to get the bare minimum necessities of life cloths. In order to extend or helping hand, this activity of vastra for cloth donation was carried out by the institution.
- Tree Plantation-Intuition emphasized various benefits of planting trees. It contributed to preserve and grow the plantation around neighborhood community. Environmental impact is very much obvious. It also positively affects economics and even psychological effects on human. Surroundings.
- Tumcha Matt Tumcha Adhikar- Voter Awareness Camp: aim to enhancing voter enrolment and awareness for enhancing Voting percentage in elections.

- Gender Equality- Efforts are taken to create awareness among students of institution to develop understanding for being un-biased about a specific gender. All these leads to informed, balanced and responsible citizenship.

Outcome:

These activities have a collective impact on the student's persona to shape their career and how they take up the responsibility. Being a responsible citizen and an effective corporate manager both are must for the holistic development. Extension activities give these life lessons in a small way but with a long lasting impact. These sustainable practices of the institution leading to superior performance results in successful outcomes in terms of generating knowledge useful for the learners as well as the community.

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:

Response:

SIBACA is conducting various learning activities which has a visible element for developing sensitivities towards community issues, gender disparities, social inequity etc. and inculcating values and commitment to society. SIBACA always follows the Sustainable Development Goals (SDGs) which are a new, universal set of goals, targets and indicators. The Government of India has played a leadership role in defining the SDG agenda by giving away the awards and recognitions to institutions.

Starting January 2016, SIBACA is expected to frame the agendas and policies to end poverty, protect the planet, enjoy peace and ensure prosperity for all by 2030 especially the Gram Panchayat areas as SIBACA is located in Kusgaon (BK) which is a rural area.

SIBACA has taken up many activities to address the social causes. Institution had organized blood donation camps in association with SMT. Kashibai Navale Medical College and General Hospital-Blood Centre Narhe, Pune. It helps the hospitals to bridge the gap of Blood requirements for patients.

 Orphanage home SAMPARC Balagram, Bhaje, Maval, Pune has recognized institution's efforts of giving a helping hand. As staff and students of SIBACA visits the orphanage home and spend time with children and mentor them about future career paths and how to create an opportunity out of adversity.

Maharashtra police-Traffic Department, Lonavala has also appreciated efforts of SIBACA.

Students had taken an initiative for creating traffic awareness at the crowded destinations in Lonavala city. As Lonavala is a tourist place, it makes the job of traffic police all the more difficult as the city is flooded with tourists. SIBACA has contributed in a small way to ensure safety for all and helping traffic police to get their job done.

SIBACA has also got the appreciation from village Grampanchayat near STES Lonavala for taking up Swachhata Abhiyan and Health Check-up Camp in their village which helped the village to maintain the village clean and avoid the diseases causing due to dirty and unhygienic environment around.

SIBACA has also taken initiative to plant various trees in the vicinity of Z. P.P. School, Kusgaon Pune. This initiative is appreciated by the Principal and faculties of the school.

Sr. No.	Description	Name of the Awarding government Recognized bodies
1	Blood Donation Camp	S K N Medical College and General Hospital Pune
2	Helping Hands	SAMPARC, Bhaje, Tal Maval, Pune
3	Tree Plantation	Z.P.P. School, Kusgaon (Bk), Lonavala, Pune
4	Visit to Orphanage	SAMPARC, Bhaje, Tal Maval, Pune
5	Cleaning Camp	Grampanchayat, Aawandhe, Tal. Maval,. Pune
6	Health Check up	Grampanchayat, Aawandhe, Tal. Maval, Pune
7	Blood Donation Camp	S K N Medical College and General Hospital Pune
8	Traffic Awareness Program	Police station In charge, Lonavala, Pune
9	Visit to Rural School	Z.P.P. School, Kusgaon (Bk), Lonavala,
10	Spreading Smile	SAMPARC, Bhaje, Tal Maval, Pune
11	Blood Donation Camp	S K N Medical College and General Hospital
12	Blood Donation Camp	S K N Medical College and General Hospital
13	Donation Drive	SAMPARC, Bhaje, Tal Maval, Pune
14	Health Camp	Grampanchayat, Aawandhe, Tal. Maval, Pune

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: 20

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	6	2	3	4

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)
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: 24

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:

Response:

Physical facilities constitute an important factor resource for implementation of Educational programs. SIBACA has an infrastructure as per the norms and guidelines of AICTE and Pune University. Boththe programs are getting fully equipped facilities with the necessary infrastructure to meet the requirements with adequate classrooms, seminar halls, tutorial rooms, IT Labs and sufficient space for hosting all academic activities.

Classrooms:

Well-equipped 4 Classrooms which are ICT enabled and equipped with LCD projector. 01 Smart Class Room and 01 Tutorial Room.

All classrooms are well-ventilated, spacious and good ambiance for effective teaching and learnin AND equipped with Desks, Fans, LED lights, Green boards, Whiteboards, Podium and curtains.

Seminar Hall

ICT enabled one seminar hall with 150 seating capacity for conducting co-curricular and extracurricular activities.

Conference hall

Institute also has one conference hall well equipped with LCD projector, whiteboard and a public addressing system.

IT Labs:

02 well equipped IT Labs with computing equipment to meet the requirement of Curriculum as well as Program Outcomes.

In addition to this, IT Labs are devoted to research and consultancy activities also. The research lab is

equipped with modern tools like an SPSS, Drillbit Plagiarism, Artificial Intelligent, MS Office, Share Market.

ICT Facilities:

Total number of **92** computers are available. Talley Servers (Power Edge-R210 Intel Xeon processors), 02 Laptops,09 printing facilities along with one plotter, 03 scanners and HDD servers. SIBACA has other ICT facilities like Koha in Library, EWL for software for Langauge Lab, Running the application uising Pythin, Java Scirpt in Programming for Project, Running Eclipse IDE for Java Programming, RGUI Perforing using R language. Internet connectivity of 110 Mbps speed and Wi-Fi connectivity is available throughout the entire campus.

Other Facilities:

- Boys and Girls Common Room, First aid cum Sick Room, stationery Store.
- Faculty Rooms, Library and Reading Hall
- Board Room & Director Cabin, Exam cell, TPO cabin, Center of Innovation and incubation cell, Center of Excellence and Administrative office.
- Boys Hostel and Girls hostel.
- Career Counseling Cell
- Canteen, Mess facility, Staff quarter and Guest House Facilities
- Bus transport facility for Staff.
- Electrical Generator with capacity 500 KV

Medical Facility:

The campus has Rural Hospital Centre headed by Campus Medical officer. The STES is associated with SKN Medical College and Hospital nearby with ambulance facility.

Cultural Facility:

Under the Umbrella of "Sinhgad Karandak", annual Cultural fest- NEON, Spectrum are arranged for students every year to showcase their extra-curricular talent, leadership and organization skills.

Gymnasium and Sports:

Multi-gym facility is provided on the college campus with separate time slots for boys and girls. This gym is equipped with all modern gymnasium equipment. A playground having an area of 1500 sq. mtrs has been made available for various outdoor games.

Yoga Center:

Institute has Yoga Activity Centre for performing Yoga sessions.

Corporate Training Center (CTC)

The Corporate Training Center, to interface with the corporates, is available for conducting Seminars, corporate meetings, conferences, and workshops.

Amphitheater:

The institute has Amphitheatre for cultural events such as Meghmalhar, Sinhgad Karandak, Flashmob, Dandiya Night & Holi Celebration.

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: 0.68

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.06	0	0	1.57	1.25

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:

In conformity with AICTE Norms, the Institute Library has 688 sq.meter area with seating capacity of 100 students/faculty members in the reading room. As per AICTE Norms, Institute library is endowed with adequate books, Print Journals, e- journals, e-books, newspapers, multimedia PCs for digital library, document scanning facility and membership of National Digital Library (NDL) which forms the backbone of any educational institute.

· Library is located in college building basement area with Wi Fi, it is well furnished with comfortable chairs and tables for students and teachers.

- Library is fully automated with KOHA ILMS software and currently using **latest version 22.11.04.000Rosalie.** Koha is a true enterprise-class ILS with comprehensive functionality including basic and advanced options. Koha includes modules for acquisitions, circulation, cataloging, serials management, and authorities, flexible reporting, label printing, multi-format notices, **web OPAC** and much more. Koha will work for consortia of all sizes, multi-branch, and single-branch libraries.

- This module can generate a variety of reports, including circulation status summary, item Transactions, item inventory status, operator transactions, etc. Similarly, this module generates library barcodes, making time-consuming library work easier and more efficient.
- The Serial Control module keeps track of subscribed issues in the library and keeps track of print Journals. Koha software also provides statistics analysis for Library Management systems, such as weekly transitions, most issued books, least issued books, and reference books, among other things.

- Library books can be browsed / searched on Intranet using KOHA web OPAC module link:- http://library-admin.sinhgad.edu

- As the e-journals access is IP based and which is sharing from SIT, Lonavala, and the stake holders can take benefit of this facility from anywhere in the campus at any time. Total number of books available in the library is 19950 books with Daily average of circulation is 22% including e access.

- Provides online and offline support for software problem, proper backup, and maintenance of software services. The software is renewed every year as the AMC policy

- The Institute library also shares downloaded NPTEL Video Lectures, as well as a digital library collection database, open source literature, and previous Year University question papers to all Students through the ftp local server of college. The link for viewing the NPTEL Video Lectures is http://122.252.236.67/

- SIBACA Library has taken institutional Membership of Jayakar knowledge resource Centre, Savitribai Phule Pune university, as well as Digital membership of British council Library.
- NDL club membership has been taken by institute and Library has Organized events   under NDL club SIBACA, Lonavala.

Library Details

Particulars	Information in No.	
Total no of Titles	5831	
Total no of Volumes	19950	
Journals(as per AICTE)	12	
DELNET E- Journals (Database)	1	
Total no of E- Books	1110	
Membership of Jaykar Knowledge Resource Centre Library SPPU,Pune	1	
Membership of British Digital Library	1	
Membership of National Digital Library	1	
PhD Thesis	16	
CD's	500	
Project Reports	1653	
Multimedia Pcs for Digital Library	10 Pcs	
KOHA Library Management Software	1	
Newspaper	1	
Library Area with Reading Hall	688 Sqr Mtr	

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:

Response:

The institute is well-equipped with a strong IT infrastructure, to cater to the quality education and effective implementation of curriculum. The Central computing facility with 100 Mbps Internet connectivity is available for this purpose. For uninterrupted computing, generator backup of 5KVA is available

- The Institute has developed centralized maintenance system in order to support the IT Infrastructure, campus facilities and equipment.

- The institute maintains and updates its IT Infrastructure to ensure seamless connectivity and proper technical support in teaching learning process.

- Computer laboratories and facilities are connected with the Internet and are made available to the faculties and students for their academic needs in their respective departments.

- In the field of digital communication and pandemic situation, the internet communication is important in teaching learning process. The Institute has IT facilities like leased line for internet connection and the software is also frequently updated.

- HDD has been purchase for CCTV camera

- Library is fully automated with KOHA ILMS software and currently using **latest version 22.11.04.000 Rosalie.** Koha is a true enterprise-class ILS with comprehensive functionality including basic and advanced options. Koha includes modules for acquisitions, circulation, cataloging, serials management, and authorities, flexible reporting, label printing, multi-format notices, **OPAC** and much more. Koha will work for consortia of all sizes, multi-branch, and single-branch libraries.
- Reylon software is updated version for Account section
- Advanced Dell, HP Computer systems, Windows server are available for smooth conduction of
- Various activities such as online examinations, webinar, online advanced Excel workshop,NDLI Events

- **Learning Management System (LMS)** - For smooth and effective conduction of academics during pandemic, the Institute has provided license copy of Microsoft Teams as a common online platform for teaching-learning.

- Institute uses Talley prime software, ASPIRE Module is developed for fees collection, in which students fees are collected thorough Aspire fee management module, previously the institute used to use Zoom software, Talley 9 version was previously used but now talley prime is work upon. Previously fees was transitionally collected by cash/cheque/DD but now institute has developed fee collection App called "Sinhgad students App" .

- The institute has network of 45 computers with 100 Mbps Internet connectivity and Wi- Fi facility to fulfill the academic and research need. Centralized server room is used for network monitoring, management and Internet security.

- The institute has deployed the educational Enterprise Resource Planning (ERP) software, which manages the entire administration, campus operations, and academic management in an efficient way.

- **LAN facility:** 3-Layer Switching (Core, Distributed and Access) network is available for the entire campus. Core layer switches in the buildings have been connected with the Optical Fibre Ring Network. This core switching is further extended to Distributed Switching for departments where 100Mbps (Gigabit Switches) are installed.

Other details:
1. Proxy service for wired and Wi-Fi connectivity.
2. UPS Backup of 50 KVA.
3. Generator backup.
4. ERP Software and servers.
5. Central Feedback server.
6. Institution Website.
7. Public IP address.
8. Layer three manageable switches.
9. Fiber Optical connections between the main building and central IT department

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: 1.92

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

Response: 60

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: 6.61

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

2022-23	2021-22	2020-21	2019-20	2018-19
8.09	0.75	3.11	2.70	13.53

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: 61.74

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

2022-23	2021-22	2020-21	2019-20	2018-19
71	80	59	48	76

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: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
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: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
115	109	84	72	161

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

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	[View Document](#)
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: 62.24

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

2022-23	2021-22	2020-21	2019-20	2018-19
31	32	25	21	74

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

2022-23	2021-22	2020-21	2019-20	2018-19
56	53	31	41	113

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	**View Document**
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	**View Document**
Institutional data in the prescribed format	**View Document**
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: 0

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

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

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	**View Document**
Institutional data in the prescribed format	**View Document**
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: 7

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	01	0	2	1

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
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: 23.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	21	3	43	38

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:

Response:

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

Sinhgad Institute of Business Administration and Computer Application, Lonavala (SIBACA) had adopted a pragmatic approach to impart education to students to inculcate right skill set & mindset to meet the industry expectations.

With this Vision in mind SIBACA had formed an alumni association in the year 2009 with a registration number: F-24525/Pune dated 18/02/2009.

Objectives of Alumni Association:

1. Contribute for the prosperity of the businesses and society at large by sharing the skills, expertise & knowledge with fellow alumni and students of SIBACA who are pursuing MBA program.
2. To provide a platform to network and explore job and entrepreneurship opportunities for the aspiring business managers.
3. To encourage the interaction amongst alumni industry professionals to acquaint fellow alumni members & students with the prevailing trends in the industry.

SIBACA Alumni contributes significantly in various manners as follows

1. Alumni Meet:

To foster synergy amongst the rich linage of alumni who are working across different industries and in various leadership profiles. SIBACA organizes alumni meet at regular intervals to foster a bond and build a network for mutual benefit.

2. Alumni Talk:

Alumni from various business domains frequently visit the institute to interact with students who are

pursuing MBA program. It helps them to develop better insights about the recent developments in the industry and how to get ready with the industry challenges in the ever changing economic landscape.

They also mentor students for opting amongst various specializations offered in MBA Program. Students face the dilemma in terms of industry and job profiles to look for. Alumni intervention to hand hold students helps them to bring clarity and build competencies accordingly.

3. Assistance for Job Placements:

Alumni also provide leads of job opportunities which are beneficial to our students. Reference and recommendation to employers open doors of opportunities to our students. It also helps for getting internship assignments as a part of MBA Curriculum toget an experiential learning.

4. Non-Financial Contribution to Library:

Alumni also contribute to SIBACA in non-financial manner. They have contributed different books relevant to MBA program.This donation is of immense importance as it helps students to get access to a new stream of knowledge.

Alumni also serve as judges for the competitions held in the institute like business plan competitions and cultural events. It helps students to get valuable inputs from the alumni.

Business competitions are a part and parcel of management education. Those are nothing a simulation of actual business functions. An expert opinion of alumni helps students to think through the future job roles and challenges they are likely to face in the exection of the task.

SIBACA has a wide alumni base and gives its valuable contribution in different ways and means. An alumnus contributes to make the academic learning more experiential. It helps for the holistic development of the students and institute as well.

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:

The institute aims at the holistic development of students and teachers by implementing education and other initiatives to strategically meet the development goals of the institute. Transparency is maintained in administrative affairs of the college for unique work culture.

Vision: To be a benchmark business school in human capital transformation through academic rigour and business research approach.

Mission: Continuous innovations in academic and research practices to achieve new standards of performance. Comprehensive transformation of students to make them better citizens of tomorrow.

Quality Policy:

?1. SIBACA aims at achieving excellence in management? education at national level through provision of state of? the art infrastructure, competent faculty, ongoing research and industry institute interaction.?

?2. To achieve this objective, Kaizen principle of continuous? improvement is adopted and implemented at all the levels? of the institution involving Director along with each and? every faculty and staff member in all the activities carried? out by the institution.

SIBACA conquers benchmarking as a B school in human capital transformation through it`s continuous innovations in academic and research practices. SIBACA always wants to achieve a new standards of performance by comprehensive transformation of students to make them better citizens of tomorrow.

Nature of Governance:

The institute is governed by Sinhgad Technical Education Society (STES), Pune. The quality policy is designed by the management and implemented by Director, CDC/LMC members & faculty members looking towards vision of the Hon. President of the STES. Being residential campus, Management always supports excellent infrastructure, resources required for students and staff members in the campus and institute.

To cope with the unfortunate scenario like the COVID-19 pandemic, all teachers are promoted to adopt intensive use of ICT for online and offline teaching-learning and evaluations. They are provided with the facilities like computers, a webcam, a collar mic, a LAN facility, a study room, a library, an internet facility, etc. The activities related to the teaching-learning process are monitored to bring out the best in

such a way that the students should do their best in their academics. For academic development, they are provided with the facilities like a study room, computerized, rich library, internet facility, etc.

Decentralization and participation in the institutional governance:

Institute arranges various activities like seminars, conferences and workshop, guest lecturers for which the required budget is allocated by the director and IQAC. The final resources are sanctioned by the director. Roles & Responsibilities are assigned to the faculty members for various programs, activities, departments, examination, library, research, cultural etc. The delegation of authority remains with the concern faculty members. The heads and in-charge takes all the decisions for the smooth functioning of the activities.

- Regular meetings are conducted between Director and Teaching & Non- Teaching Staff on different agendas.

- Issues and concern are recorded and efforts are made to solve them.

- Participative management culture is also observed at the campus level for the admissions strategy, Sports meetings, cultural activities, etc.

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:

Institute has successfully established an organizational structure to facilitate the efficient and effective management of the academic processes.

Various bodies are constituted as basic units of the organizational structure. Various statutory bodies include Governing Body, formed as per AICTE regulations and College Development Committee (CDC) / Local Management Committee (LMC) formed in accordance to Maharashtra University Act 2016.

The Director: Management in consultation with the Director formulates policies and future plans related to academic and administrative activities.

The College Development Committee/ Local Management Committee includes three members elected amongst the teachers, one member of the non- teaching staff and director along with other members as per AICTE guidelines. The implementation of strategic plan will be monitored time to time by Director, IQAC and other committees through periodic review.

Internal Quality Assurance Cell (IQAC): IQAC plays a key role in building quality of the institutional workforce through guiding all committees from time to time.

Faculty and staff are involved in the decision making process, policy formulation and planning key programs.

Institute has internal organizational structure as: The governing body, frames various policies, establishes administrative setups, makes recruitments, and frames service rules for the employees. The tasks taken up by it include academic, infrastructural, administrative and overall developments. The processes in line with the vision of the institute and their implementation procedures are set by the Governing body.

The Governing body and CDC/LMC have the responsibility to take decisions at the central level regarding financial, academic and administrative policies, defining benchmarks of performance and development of the institute. As per the norms of the AICTE, University, State Government, the institute has framed service rules, policies and regulations which have been approved by the GB.

Various College Committees (Non-statutory): Conduct of academics is ensured by Academic Monitoring committee (AMC) comprising of coordinators, HODs, Teaching and Technical staff. Additionally, there are college committees having designated heads with defined roles and functions viz Exam committee, Training and Placement cell, Institute's Innovation Council, R&D cell, Library Committee etc.

Various policies which are in place are: Academics, Examinations, Research and Development, Admissions, Maintenance, Grievance Redressal, Green campus and environment, (All the details of these policies are on website and attached in additional information). Establishment section is involved in Human resources management – recruitments and welfare. The teaching faculty recruitments are done as per the guidelines of Savitribai Phule Pune University, Pune (SPPU) whereas nonteaching faculty are appointed as per management policies. Institute abides with the guidelines and norms of All India Council for Technical Education (AICTE), and Savitribai Phule Pune University (SPPU). Strategic plan is set to achieve the goals in accordance with the policies of these regulatory authorities and IQAC.

Major areas of accomplishment:

- Doubling the intake capacity of MBA
- Renovating two classrooms to state of the art smart classrooms

- Setting up centers of excellence
- Improving standards for Teaching and Learning practices
- Establishing Consultancy and MDP centres
- Organizing National and International Conferences for promoting research and publication

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: C. 2 of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

SIBACA gives highest priority to the welfare of teaching as well as non-teaching staff. It has various categories of welfare measures for teaching & non teaching staff such as as follows:

- **Accidental insurance:** Accidental insurance policy (EMBF) is also available with the deduction of Rs.20 for teaching and Rs.10 for non-teaching staff which provides benefits up to Rs.1 Lakh.
- **Residence for Employee:** Staff quarters are provided to all categories of employees, 1 RK, 1BHK, 2BHK, and 3 BHK and Directors Residence. Quarters are equipped with a 24 Hrs. Security Services, CCTV Surveillance, Electricity Backup, Water Supply and WiFi facility. Nominal maintenance charge is charged.
- **R & D facility:** Institute provides financial assistance towards registration fees of research article publication.
- Study Leave facility is provided to the staff who is pursuing Ph.D. or research.
- **Gratuity:** This scheme is for retirement benefits or on leaving the job and it is implemented in the institute.
- **Free medical treatment:** Free medical service is provided as and when required.
- Availability of campus clinic and a doctor to provide free medical checkup for the teaching and non-teaching staff
- Maternity leave of 180 days for women staff and extended maternity leave if required.
- **Employee Provident Fund (EPF)** with 100% gratuity for all staff-Employees' Provident Fund is availed to all eligible as per STES policy and applicable Act
- Facility for taking **Emergency advance paymen**t is available
- **Miscellaneous:** Medicine and Grocery store is available in the institute campus Laundry Services are available in the institute Campus.

In a nutshell, the Institute strives hard to keep our staff happy, healthy and comfortable.

Performance Appraisal System for Teaching Staff:

Institute has systematically designed a Performance Appraisal System for teaching staff. For every performance appraisal cycle, each employee self-evaluates the appraisal form.

1. A self-appraisal is the first step in the appraisal process. Employees are asked to sign appraisal forms.

2. The employee's signature does not imply that the Management/employee agrees with the appraisal but that the employee has seen it.

3. The **performance index parameters** are categorized as:

Teaching Learning and Evaluation related activities, Co-curricular, extracurricular and extension activities, Students Attendance, Feedback and Results, Professional Development and Academic Contribution, Research Contribution, etc.

4. Form is filled by the individual faculty member later on it progresses to the Director and after the Director gives his/her annotations it proceeds to the Honorable President of STES.

5. The employee can discuss the differences with the Management who will then do an independent

analysis of the issue.

6. It is to be noted that all performance appraisals are used to provide a positive and developmental assessment of individuals and are not to be used as tools of personal vendetta under any circumstances.

2. Performance Appraisal System of the Non- Teaching Staff:

The performance-based appraisal system for non-teaching staff is based on Quality of work, Supervisory ability, Initiative and cooperation, Interpersonal relations etc. The self assessed forms are assessed by the Director.

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

6.3.2

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

Response: 48.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	0	0	3	12

05-07-2024 12:28:54

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences / 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: 59.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	39	22	23	41

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	42	45	46	49

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

Theinstitutehasawellformulatedfinancialpolicyinplacethatensureseffectiveandoptimalutilizationoffinancial resources for academic, administrative and development of activities at the institute.

The Institute has made the appropriate provisions in its books of account to ensure that available sufficientfunds are used efficiently for each academic year.

Thevariancereportsofsanctionedbudgetandactualexpenditurearemaintainedandreviewedonaregularbasis, the institute utilizes funds as per sanctioned budget, as per guidelines from management andPrincipal.

The Institute has defined the standard operation procedure to monitor effective and efficient utilization ofsanctioned financial resources for various activities. Every year, the budget is prepared well in advanceaftertakingintoconsiderationthefinancialrequirement of the Institute.Thefinalizationof thetentative budgetisproposedtothemanagementfordiscussionandpreparedinthemeetingsofAMC.Itcomprises   both recurring and nonrecurring expenses.

The Director puts up the budget in the College Development committee meeting and after discussion andnecessary corrections/modifications; committee recommends the budget for approval to the Governingbody.

The meetings of concern committees are conducted as per guidelines of apex bodies. The institute

hasprovisionsforadvanceextrafundsifneeded.TheGoverningbodystudiestheannualexpenditure,scrutinizes the budget and provides feedback for efficient use of financial resources. The Institute hasstandardized procedures for sanctioning of funds for various activities.

The Institute has constituted a separate Purchase Committee composed of Director and concernedstaff. The set procedure is calling quotations, preparing comparative statements, negotiation meetings andfinalization of the vendors for effective and efficient use of available financial resources. The committeeensures that appropriate equipment with correct specifications is acquired at the best possible price.

Every financial year, internal and external financial audits are conducted to ensure that defined protocolsare followed and financial resources are utilized appropriately.

External Audit:

1. External Audit conducted by Statutory Auditor who checks accounts day to day activities like bank transactions, cash transactions, purchases etc.
2. The period for External Audit is April to September & October to March of every year.
3. The purpose for External Audit is to check & rectify our accounts transactions.
4. The External Auditor finalizes the Balance sheet for every financial year.
5. The report of External Audit is submitted to head of the Institute & Society's Finance office.

Internal Audit:

1. Sinhgad Technical Education Society appoints an Internal Auditor who verifies accounts transaction as well as administration & establishment work every year.
2. The Internal Auditor thoroughly checks every accounts transaction like receipts & payments, Salary, advances & Bill purchases etc.
3. Under the Establishment Department the Internal Auditor checks every personal file of all the employees in the Institute verifying Medical & Earned Leave balance, continuations, increments, deputations, long leaves etc.

The Internal Auditor prepares a descriptive report mentioning what compliances should be made, following which respective staff complies where needed & further it is presented by head of the Institute to Head of Organization

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:

Response:

The Internal Quality Assurance Cell (IQAC) was set up on 10/08/2017. IQAC is instrumental for coordinating quality-related activities in the institute. It develops a framework for conscious, steady and synergetic work culture for better performance of employees and students through extension of various academic and administrative activities in the institution and set benchmark for quality. IQAC has contributed significantly for institutionalizing the quality assurance strategies and processes

Teaching & Learning: The Institution reviews its teaching learning process, structures & methodologies of operations through IQAC.

Institute adopts different pedagogies to make learner-centric education effective. Teaching staff provide a variety of learning experiences and making learning process constructive.

Institute uses student centric method which is based on experiential learning, participative learning and problem solving methodologies. This gives to the students appropriate Academic - Industry interface, so that the students meet the exact requirements of the organization.

IQAC takes various initiatives to build up employability skills and aims for comprehensive development. Student feedback and result analysis are then reviewed by IQAC members for the course conduct and result improvement. The suggestions of IQAC are then implemented for the coming semester.

The institute incorporates all curricular, co-curricular, extra-curricular activities in the calendar and separate CIE calendar. This calendar is displayed on notice board and institutional website at the beginning of semester and also circulated among all the faculty members as well as students on the first day of induction. All the faculty prepare the subject teaching plan are reviewed and execution of the same is monitored by the HoD for regular conduction of lectures and practical.

The IQAC holds Regular meetings and reviews are conducted by teachers, coordinators, director. The reviews and corrective actions if any are discussed in the director's meeting.

- The academic schedule is displayed on notice board and shared with students well in advance and also is reminded by subject teacher from time to time.
- The institute strictly adheres to Calendar, and being a continuous internal evaluation the scope for reevaluation for slow learner and any genuine cases (medical or other reasons) is considered to give a holistic approach for evaluation.
- The IQAC collects feedback from students on teaching to analyze for necessary improvements.
- The Institute reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals.

Outcomes:

1.Improvement in the academic activities and quality of teaching.

2.Enhanced teacher student connect

3.Improved student academic performance

Research and Development: The IQAC promotes quality culture in teachers by encouraging them for self development through training, seminars and quality publications.

Outcomes:

1.Increase in no. of PhD teachers

3.Increase in number and quality of research papers and patents.

Community Engagement: Institute has various activity under various Schemes and organizes various events in the neighborhood community from time to time to imbibe the social responsibility amongst the students under Institute Social Responsibilities such as Blood donation camps, Tree plantation, Water harvesting, etc.

Outcomes:

1.Promotes social awareness to nurture creative instinct in the students.

2.Motivates them to be responsible citizens.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Response:

The institution has initiated several measures in gender equity & sensitization in curricular and co-curricular activities can be seen from the participation of all male and female students in various committees. In accordance with grievance committee regulations, the institution established Anti-ragging, Internal complaint committee, Women Cell, SC/ST and mentoring committees. The tasks of these committees are described on the institution's website and during Induction activities. Institute correspondingly conducts Gender Audit every year in the precise format.

Students' the institute correspondingly conduct gender audit every year in the precise format. The gender audit committee also takes action based on the received suggestion. Further based on the analysis of the survey conducted by the institute, decide the course of action on the same.

The institution promotes gender sensitization through co-curricular activities which are organised by IQAC and other committees, such activities includes workshops, seminars, guest lectures, street plays, poster exhibitions, counselling etc. The institution organized 'Self-defence training', a guest session on healthy women healthy nation for the girl students of the institution and women empowerment, various career opportunities in various sector.

Gender awareness programs like importance of human rights, Rights of Women in Domestic violence problems, Cyber security awareness programs related to the safety and security of women employees and students are conducted periodically.

Gender equality and awareness courses have been introduced at the institution like 219 BA: Workforce Analytics, 404 HRM: Current Trends & Cases in Human Resource Management,etc.

The institution provides safety and security facilities for the staff and students such as CCTV Surveillance throughout the campus and security arrangement for 24X7. The institution has a dedicated Counselling Centre and good mentoring system for the students to take care of their academic, emotional, social and cognitive development. Personal Counselling is provided to the students at different levels. To make the girls mentally strong the counselling facility is available for the girls. Institute also care their privacy and considering this the various facilities like girls' common room is provided to them.

The institute provides many facilities like separate mess for girl and gym as well for the physical strength of the girls this way overall 360-degree development of students is achieved.

Women safety plays an important role in the institute providing 24*7 securities at campus. Along with this, institute provided stay facilities for girls with all safety and other educational resources like internet facility and study room etc.

On campus, programmes such as International Women's Day, guest lectures, and seminars on sexual harassment and legal regulations are held to promote gender sensitization. Women studies are also available as a regular subject at the institution. There was a poster competition on gender equality.

Promotional activities like Beti Bachao Beti Padhao , how to avoid domestic violence, legal rights of women's , cyber security and right to education to girl's program used to conduct for the girls and create awareness about gender equality among the community.

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: A. 4 or All of the above

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

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

Response:

SIBACA maintains tolerance and harmony toward regional, linguistic and other diversities of students, Shivjayanti Celebrations. Students can develop their leadership skills to operate in a team with sole responsibility using the platform that is offered to them. By awarding prizes and certificates to the participants and winners of various events, the institute further inspires its pupils.

Cultural Activities : Every year MEGHMALHAR was organized in the second semester, Jan or Feb month. Various events were organized like Solo Singing, Duet Singing, Solo Dance, Duet Dance, Group Dance, Fashion Show, Mr. and Miss SIBACA, Stage Play, Ages of Rock, etc. Event is aimed at the overall development of the students. The college hosts Fresher's Day and an induction programme to welcome new students to the SIBACA family and an occasion like Farewell teaches them how to establish and nurture the senior-junior relationship.

1. **Regional and linguistic Activities:** Students from various language and geographic backgrounds participate in celebrations of Marathi Bhasha Diwas, Dipavali, Holi, Dussera, Dandiya to honour the value of unity in diversity. The celebration of religious holidays and events teaches people to show their appreciation and respect for one another. Additionally, both local and national events uplift everyone and uphold morality.
2. **Communal and socio-economic Activities:** Various initiatives, such as health check-up clinics, donations to needy orphanage homes, relief efforts for Covid-19 lockdown victims, distribution drives for food, sanitizer, face masks, and gloves, waste management programmes, etc. Through these activities, students become familiar with the diverse cultures of our country and contribute to the growth of tolerance and peace toward differences in culture, region, language, community and socioeconomic status.

The institution educates its personnel and students about their constitutional duties, such as:

1. **The Right to Equality:** In accordance with this right, no one shall be denied equality before the law or equal protection of the law by the state.
2. **Right to Freedom:** All citizens shall have the following freedoms: (a) the right to free speech; (b) the right to organise into associations or union; (c) the right to travel freely throughout India; (d) the right to live and settle anywhere in India; and (e) the right to engage in any profession, trade, or business.
3. **The Right to Freedom of Religion:** Everyone has the same rights to religious freedom, including the freedom to profess, practise, and promote their beliefs, subject to laws governing public morals, health, and safety, among other considerations.
4. **Right to Life:** In the event of a criminal conviction, the right to life and to personal freedom offers protection. The residents of India who speak a distinctive language, script, or culture have the right to maintain that.
5. **The right to privacy** is an essential part of the right to life and to personal freedom. The institute organised a number of events to educate staff members and students about their constitutional rights.

As a responsibility towards society institute used to organise blood donation camps. Around 60% of students donate blood and show their humanity.

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:

Response:

1. **Best Practice 1: Student Training Programs (STP)**

Student Training programs are specially designed programs to get students acquitted with industrial practices, where every branch set up the program in relevant to academics and currently in use in industries.

1. **Title of the Practice:** Student Training Programs (STP)

2. **Objectives of the Practice:**

   1. To bridge the gap between Institution and Industry
   2. To enrich the knowledge of students beyond the curriculum
   3. To prepare the students for placement
   4. To inculcate life –long learning among the students for career development and growth
   5. To facilitate the students to get certificates from renowned industries and other agencies

3. **The Context:**

As the institution is affiliated to SPPU, the students have to follow the syllabus prescribed by the

University for Various Courses. The industry too needs employable graduates. Therefore, Student Training Programs serve to bridge the gap between the university curriculum and the industrial needs.

4. **The Practice:**

Student Training Programs are carried out for all the departments with the courses tuned to the respective

industrial exposure. For instance, the value addition programs like Business plan case study the students enroll in STPs through the Training and Placement office. The students' attendance is ensured, and their evaluation is done through structured tests and assignments given by the expert. It has been observed that the students have shown their keen interest in the STPs and shown active participation.

Training provided is based on the need of the student. Program is spread over 4 semesters. Total duration of program is 120+ hours.

5. **Evidence of Success**

Students over 90% enrolled in STPs and exhibited enthusiastic participation to learn the field-oriented skills. This has immensely helped them in improving the hands-on aspects. Second Year students who participated in STP developed an interesting mini Project. Students and STP Trainers solve common problems and provide feasible solutions for real-life problems using case study group discussion and mock interview general awareness and domain test.

6. **Problems Encountered and Resources Required**

As this is an activity over and above regular academics, time management was one of the crucial issues. Retaining the students after college hours was a challenge. However, better coordination was yet another issue, leading to the development of interdisciplinary culture positively.

7. **Notes:**

This kind of Student Training program activities in which various course like Communication skill, GD and interview mock session , Personal CV creation and various test like aptitude test domain test and general awareness test. Certification courses help students for designing innovative project and in placement support.

2. Best Practice 2: TRAIN THE TRAINER (TTT)

Train the Trainer Programs are implemented to enhance the academic and intellectual environment by providing faculty members with the knowledge, idea and skills to improve the quality of education:

1. **Title of the Practice:- TRAIN THE TRAINER (TTT)**

TTT program aims at enhancing the academic and intellectual environment in the Institute by providing faculty members with the knowledge, idea and skills to improve the quality of education. The success of an institute curriculum is closely related to its effective implementation. Teachers have to be personally aware of the institute curriculum and improve and enhance the necessary skills to interpret the concept changes accurately. The need for a training programme for teachers plays an essential role in successful education reform.

2. **Objectives of the Practice**

The main goal of the TTT is to prepare faculty members to present information effectively, respond to student's questions, and lead activities that reinforce learning. Other goals include ensuring that trainers can: Direct participants to supplementary resources and reference materials. Can plan, design, and deliver

their course more effectively. Know how students learn and how to create a positive learning environment. Have the communication skills and competencies of an effective teacher.

3. **The Context**

It's more crucial than ever to stay competitive and relevant in your market. However, to be relevant, training and development must be included in the list of factors that contribute to your success. A well trained and motivated faculty base is critical for the student's overall growth, where the train-the-trainer

4. **The Practice**

The TTT practice is a classic example of peer teaching-learning. The senior teachers from the sister institutes play the role of mentors for their colleagues.

The training sessions are arranged on the following themes:- Planning the lectures and retain the attention of the students for the successful delivery of the lecture Sharing the best practices in teaching-learning Minute to Minute Lecture plan The TTT is practiced at least twice a year and reportedly helped the teacher improve their professional delivery of resource materials.

5. **Evidence of Success**

The teaching-learning ambience improved considerably. It helped in enriching the content beyond the syllabus. It also helped in standardizing the teaching resources and providing the students with state of the art knowledge resources for reference. The newly joined faculty has used TTT as an orientation/induction avenue to adopt innovative teaching-learning practices. The examination results, in turn, have improved significantly since the teachers through this practice were encouraged to frame the model answers and share the same with their colleagues and the student community. Standard techniques such as Bloom' taxonomy and translating the same in meaningful teaching-learning are another outcome of this practice.

6. **Problem encountered and Resources required**

Some of the problems encountered are as follows:

Locating the training materials that can be reused in the form of Open Educational Resources In-house knowledge and resources (content creators, video equipment, etc) required to build training content. Access to classroom space for in-person training sessions. Getting the free schedule of the senior teachers for the training programs.

7. Note: - The train the trainer program is useful for overall development of institute like faculty personal development at teaching learning skill and student employability enhancement. According to trend changes in teaching leaning method is useful.

File Description	Document
Any other relevant information	[View 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:

Institutional distinctiveness refers to the unique characteristics and qualities that distinguish an educational institution. Along with regular education the Institution is to mould and empower students in the pursuit of knowledge, values and social responsibility and help them achieve excellence in the institute is active in social responsibility (CSR) activities which are distinct from its vision. Efforts are taken to make students conscious towards the social responsibilities and are encouraged to take initiatives in the social sector for the betterment of the society. Every year institute organized certain outreach program. The institute is very insightful to the impact of activities on its students, faculty, as well as on the regional community and on the environment. It aims at improving the lives of people in and around Lonavala. "CSR Activity – SAMPARC Balgram" Bhaje: A social activity was conducted in association with SAMPARC an NGO at Bhaje Village. Institute adopted the village for three months and provided guidance to the students of 10th std. about the opportunity for various vocational and technical courses offered by SIBACA Lonavala. Corporate social activities can change a student's mindset by the various activities that they conduct However, what was clearly evident that much of this had a national character encapsulated within it, whether it was endowing institutions to actively participating in India's freedom movement, and embedded in the idea of trusteeship. The practice of CSR in India still remains within the philanthropic space, but has moved from institutional building (educational, research and cultural) to community development through various activities. CSR activities have developed a global outlook among the students irrespective of their native place. When a student is well aware that corporate social responsibility will always be a part of his/her life, he/she becomes more passionate about it so in future they contribute to the CSR activities anywhere. With global influences and with communities becoming more active and demanding, there appears to be a visible trend that while CSR remains largely restricted to community development, it is getting more strategic in nature. Today transportation and road safety plays important role in our daily life. There is an increasing trend of unsafe driving that leads to vehicle accidents in which many people die, undergo serious injuries or lose their body parts permanently. Many of these accidents occur due to poor driving skills, non-adherence to road safety precautions, lack of awareness and violation of traffic rules. SIBACA organized traffic awareness program for this and contribute towards society. Importance of road safety awareness is necessary considering current situation SIABCA student created many poster like use of seat belt and its importance, traffic rules and regulation. This program was conducted with association of Lonavala Police traffic Police station. SIBACA contribute towards society with such activities.

Blood donation is the one of the most important things you can do to help others in need as it is one

noble act. Blood donation camps are regularly organized in the campus where large number of students, faculty, and villagers voluntarily donate blood. Blood donations in institute are conducted by organizations and hospitals through blood donation camps. The institute contributes his part towards society by organizing blood donation camp and help needy people. The purpose to organize a blood donation camp is to motivate student and staff to donate blood and social works. Such activity in the campus is useful for supplying blood to the blood banks for the need of patients

Considering today's global warming situation the institute contributes his part by conducting tree plantation activity. Tree planting is recognized as one of the most engaging, environmentally-friendly activities that people can participate in to help the planet when done properly.

The SIBACA organized activity like –Health checkup in ruler area in this student went to village and conduct healthy drive for the village people this teach them how every human being is important and healthiness for the nation.

Spreading smile CSR activity plays an important role as everyone going with various mental stresses to overcome that this activity was useful for the student

Tree plantation is an ongoing activity almost every year institute plan tree plantation activity on the occasion of STES foundation day and create green environment initiative. The association of our activities with the local community and the CSR programs very much reflects our commitment to operate in an environmentally sustainable and socially responsible manner. We give back to the local communities in which we live, work and play. Our community giving is centered on educational and workplace willingness, employee volunteerism and ecological sustainability.

Corporate Social Responsibility play important role in the student life as it create awareness about good citizenship of the nation. As citizen of the nation the student understood their roles and responsibility very well through CSR activity. Further it creates awareness about the importance of education and encourages more people to support educational initiatives. Being a responsible citizen they must be part of corporate social activities as this helps them as well as the place they belong to a great extent. Main objective behind CSR is creating fundamental humanity regardless of material incentives, social or self-esteem concerns for the individual.

Giving to charity builds and strengthens community: Donating to charity is a major mood-booster. The knowledge that you're helping others is hugely empowering and, in turn, can make you feel happier and more fulfilled. Research has identified a link between making a donation to charity and increased activity in the area of the brain that registers pleasure – proving that as the old adage goes, it really is far better to give than to receive.

When you donate it's improve awareness among students of global issues like poverty and hunger. By spreading awareness, institute encourages students to support and help those in need. One of the major positive effects of donating money to charity is simply feeling good about giving. Being able to give back to those in need helps you achieve a greater sense of personal satisfaction and growth.

File Description	Document
Any other relevant information	[View Document](#)
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

Keeping in mind the recommendations of NEP 2020 and opportunities of IR-04, SIBACA started gearing up for a multidisciplinary, interdisciplinary choice based and outcome based credit system of education focusing on applied technology-based careers for students.

It started focusing on overall development of students by creating facilities of training in music, dance and sports etc. Creation of these facilities will in future be leading to offering credit courses to students in these areas under multidisciplinary education. Additionally, the institute is also working out interdisciplinary value addition courses along with Engineering and Pharmacy colleges of the same campus.

These value addition courses will be converted into credit courses as a part of curriculum during the implementation of NEP 2020.

The institute has started to take a route of "Centres of Excellence" in association with industry for fostering applied and contemporary research, generation of intellectual property, value addition and skill development for students, up-skilling and reskilling for faculty members and generation of consultancy assignments for the institute. The institute has started taking steps in this direction by setting up three centres of excellence so far resulting in various internshiops, Projects and certification programs skilling up students and faculty members. Over a period of next 2 years there would be around 7-8 centres of excellence catering to different domains of management and technology fostering skilling, research and consultancy in that domain through faculty and students.

The institute will broadly follow an upright and parallel structure of organisation in future where the programs like MBA, Ph.D. and committees like research, consultancy, etc. will be parallel and Centres of Excellence will be upright. Parallels will provide the resources while uprights will have projects to execute. Institute is going through a structural and fundamental change for adapting to this new system by tapping the opportunities available in NEP 2020 and IR 04.

Concluding Remarks :

Sinhgad Institute of Business Administration and Computer Application (SIBACA), Lonavala established in 2004, offers MBA and Ph.D. programmes as per OBE, CBCS curriculum of SPPU. The Institute has ensured well qualified and experienced faculty as per AICTE norms.

Effective curricular implementation, transaction and delivery are by adopting innovative, blended pedagogical methods. Student centric methods emphasising skill, experiential learning are integrated with courses on field work, project work and internships.

Under the supervision of Director, course faculty implement interactive, collaborative, experiential, problem-based, ICT-enabled, and blended learning to establish a competitive, transparent, and amicable environment for students.

The Institution's Innovation Council (IIC) fosters creativity and critical thinking among students. The institute

provides effective student support systems and schemes for academic, professional, and personal advancement. The active Training and Placement cell places students in fields of interest/choice. Student activities are vibrant and impactful for holistic development.

The IQAC with all stakeholders is involved in effective policy and decision making, supplementing institutional quality growth. Gender empowerment strategies, environmental sustainability methods, emphasis to code of conduct, inclusiveness have added values to the Institution.

All these practices along with strategic planning/implementation, best practices, distinctiveness and quality assurance mechanism have resulted in following Awards/Recognitions:

1. Accredited by NAAC with B+ grade (2.63).

2. 1- star ratings for MHRD Institute Innovation Council (IIC).

3. Student research awards and representation at State Level research competitions.

FUTURE PLANS

1. To apply and conduct of NAAC Cycle-3 Accreditation.
2. Capacity building for skill enhancement through vocational courses.
3. Integration of NEP 2020 and IR-04 concepts into practice.
4. Modernization of more class rooms to e-classrooms using ICT tools.
5. To develop focused Centres of Excellence on areas with potentially large societal impact in alignment with India's development goals.
6. To design and develop a multidimensional Research Innovation Ecosystem to nurture academia – industry collaboration.

To conclude SIBACA imparts quality education in tune with its vision of creating robust professionals in the field of management.

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 :6 Remark : DVV has made changes as per the report shared by HEI.
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 : DVV has made changes as per the report shared by HEI.
3.3.1	**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years** 3.3.1.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years** Answer before DVV Verification: {| 2022-23	2021-22	2020-21	2019-20	2018-19	04	07	08	07	10 } Answer After DVV Verification : {| 2022-23	2021-22	2020-21	2019-20	2018-19	2	4	4	5	0 } Remark : DVV has made changes as per the report shared by HEI.

3.3.1.1 table before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
04	07	08	07	10

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	4	4	5	0

3.3.2	**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years** 3.3.2.1. **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years** Answer before DVV Verification:

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

0	0	0	2	0

Answer After DVV Verification :

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

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	03	8	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	6	2	3	4

Remark : DVV has made changes as per the report shared by HEI.

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*

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
98	99	80	66	106

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
71	80	59	48	76

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
06	01	01	05	02

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	01	0	2	1

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
29	31	07	75	60

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	21	3	43	38

Remark : DVV has made changes as per the report shared by HEI.

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 : DVV has made changes as per the report shared by HEI.

2.Extended Profile Deviations

ID	Extended Questions
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>06</td><td>06</td><td>06</td><td>06</td><td>12</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>3</td><td>5</td><td>9</td><td>8</td><td>16</td></tr></table>