SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

SHRI YASHWANTRAO CHAVAN SHIKSHAN PRASARAK MANDAL'S SINHGAD INSTITUTE OF BUSINESS MANAGEMENT

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sinhgad Institute of Business Management Institute (SIBM) Mumbai, established in 2009, is a young management institute which has been rapidly scaling new heights and gaining reputation in the management education. SIBM currently offers full time MMS programme, which is approved by AICTE and affiliated to University of Mumbai.

SIBM focuses on promoting excellence by distinctive and effective teaching, meaningful contribution to knowledge-creation in a variety of disciplines. It aims at educating and nurturing young minds into world-class business leaders. SIBM strives to impact the world of policy and practice through continuous engagement with alumni and prominent stakeholders, decision makers and leaders in government, businesses and non-governmental enterprises. Located in India's financial capital, the institute is in close proximity to some of the leading corporate houses in the country, ranging from information technology to consumer product companies, giving the added advantage of integrating classroom knowledge with practical experience. The institute espouses the belief that innovative thinking and the use of technology would be invaluable in providing competitive strategies for overcoming all business challenges.

SIBM offers students, opportunities for holistic development inside and outside classroom through events, outdoor games & competitions, and live projects. At SIBM, this guiding philosophy is firmly rooted in reality. Methodologies of business management are being shorn off the traditional practices and new holistic approaches are being developed.

SIBM recognizes the importance of diversity, equity and inclusion. The Institute has several bodies and practices instituted specifically to cater to the needs of students who come from challenging and different backgrounds. From infrastructure, that provides easy access to students with physical disabilities, to instituting committees that address issues faced by students from different background, the Institute has built a framework for supporting students from diverse backgrounds.

SIBM has taken several steps to meet the vision, which include hiring quality faculty, emphasizing internationalization, expanding activities in the field of entrepreneurship, deepening engagement with the alumni, improving infrastructure, and improving administration and governance.

Vision

To shape & carve management experts & professionals by institutionalizing dissemination of relevant knowledge through structured learning systems.

Mission

To nurture and transform young talent into world class managers. inculcate the values of perseverance,

coherence, endurance and encourage to discover the competencies of students

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength

Faculty: SIBM-Mumbai has a rich resource pool of full time faculty members with almost 90% of them being PhDs/ Fellows of prestigious institutions. Few of them have rich industry experience. The institute provides a conducive work environment for faculty and staff.

Placement: Effective training and placement cell with almost 100% of the eligible students placed. The institute offers placement with three levels of networks: 1: Through centralized placement cell. 2. Through institute placement cell and 3. Through strong alumni network.

Research: To encourage research the institute has constituted the "Research Committee" which coordinates with all faculty members to create research outputs. It has in place the "Research seminar/webinar series" in which faculty members present their research ideas.

Academic Infrastructure: The institute has fully equipped and spacious central library with rich collection of books and journals. The SIBM library subscribes to reputed journals (hard copy) and magazines and also has access to national and international e-journals (Digital library). The institutes offer good student centric environment for holistic development of the students. It organizes several well planned and student training program and value addition programs. The institute arranges for international study tour and industrial visits to expose the students to the dynamic global business environment. It conducts various co-curricular and extra-curricular activities for all-inclusive development of students.

Physical Infrastructure: The Institute has adequate spacious air-conditioned classrooms which are well equipped with e-learning facilities. The IT infrastructure consists of 2 well-equipped full air-conditioned computer labs, advanced servers and 189 computers. The institute has excellent internet bandwidth and Wi-Fi facility.

Students: SIBM-Mumbai possesses a rich diversity in terms of educational qualification, gender, and geography of the students. It always strives for an inclusive policy to accommodate students from various strata of Indian society.

Alumni: The Institute maintains a strong relationship with its alumni and communicates with them on a regular basis. Alumni is encouraged to take part in the campus recruitment process for summer internships, live projects as well as final placements.

Institutional Weakness

Institutional Weakness

Government/External Funding: SIBM-Mumbai is an un-aided self-funded institute. In order to maintain the

high quality of research and academic output, the only source of income is the revenues generated from fees of the students. Even though the Institute manages some funding for conferences and training programs from corporates and other bodies, the crux of expenses is borne by the student fees.

Limited number of consultancy and extension activities: The institute needs to conduct more consultancy activities to generate revenue and keep itself updated to remain in the competition.

Foreign university collaborations for faculty and student exchange: The institute as part of internationalization should focus on having sufficient number of collaboration with foreign universities and international bodies.

Institutional Opportunity

Institutional Opportunity

Improvement in Ranking: Since inception SIBM-Mumbai is consistently focusing on imparting quality management education to the students to transform them into world-class business managers. To achieve this SIBM is networking with institutes of national and international repute, strengthening alumni networking to enhance the academic, placement and entrepreneurship activities. It is consistently striving to get national and international accreditations and rank among the good management institutes and thereupon improve its ranking year after year.

Improvement in Placements: Even though SIBM-Mumbai has been able to achieve almost 100% placements with increasing average salaries. Over the last few years approximately 60% of the students are placed in top notch Indian companies and MNCs. The fact that SIBM-Mumbai has been able to break through into reputed companies of India is an opportunity to look at overseas placements as well.

Addition of New Courses: SIBM-Mumbai can add a few new age courses - either as standalone courses or in collaboration with industry or along with the existing courses. For example, PG Diploma in Business Analytics.

Development of web based learning mechanisms: With its good IT infrastructure in place, SIBM-Mumbai can focus on developing web based learning system. Further, the online delivery of courses etc. can add to the repertoire of the institute giving it a prominent place amongst the business schools in India.

Greater Institute-Industry Interface: Since inception SIBM-Mumbai has developed an impressive array of industry connections and has invited a multitude of speakers from the corporate and industry to interact with the students. This has helped the students in getting internships and live projects have significantly improved the quality and quantity. SIBM-Mumbai can go on for more collaborative research with corporate world.

More Focus on Corporate Training: Conducting regular corporate trainings can create a win-win situation for the Institute. Not only it will help to generate revenue, but also would help to build good Institute-Industry relationship, networking and also keep the institute updated about the needs and demands of the corporate and industry, which can be further included in teaching and learning process.

Institutional Challenge

Institutional Challenge

Competition challenge: SIBM is located in the financial capital of India along with some of the top ranking government and corporate owned management institutes of India; it becomes challenging to attract and divert students in such a scenario. Further, this also leads to loss of opportunity in placements as compared to the peers. Being a self-managed institute, another issue that the institute has faced is of swiftly adapting to globally changing industrial scenario.

Generating Industry Sponsored Research: Similar problem occurs when the industry is tapped for collaborative purposes. The industrial sector approach the top ranking institutes only and are unwilling to share data and are hesitant of collaborations. Approaching companies outside of Mumbai becomes difficult due to logistical, cost issues and local competition.

Generating Research/MDP related Revenues: Even though SIBM conducts a number of research programmes for academicians, the revenue generated from these programs is miniscule compared to the total budget of the institute. Due to the cut-throat competition, often the attendance in open programs is very less.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Aspects : Key aspects of curricular are

We follow a Mumbai University designed and approved curriculum which is revised with contemporary topics, after following the rigorous process of Board of studies, Senate, Departmental scrutiny.

The curriculum is very well designed with clearly defined course objectives and output-based learning outcomes, which enables the students and teachers to work through the syllabus in a structured fashion.

While the first year has generic and a base level stream of subjects. it is intended to a very wide spectrum of entry level audience. It assumes people with wide, varied and diversified backgrounds (both academically and work experience wise) who want to know fundamental & practical aspects of management subjects. Thus, an accounting module does not lay too much exercise on procedural aspects and economics lecturer does go deep into tedious economics concepts but relies on making students understand the conceptual basis of various aspects.

The cherry on the cake comes from a voluntary study of supplementary modules such as **Entrepreneurships and a Simulation based business case study** and extensive use of case studies picked up from international sources which makes the learning more concept based rather merely theory based.

Faculties assume the character of mentors especially for research driven projects and enable the students to wade through the thorny path of original finding and conclusions.

Teaching-learning and Evaluation

Teaching Learning and Evaluation

The students are matured learners with some entering the class after a good years of work experience behind them, while some are graduates .The basic admission criteria ensure a minimum score in common, in the CET (conducted by AICTIE and the Maharashtra state government) which ensures that the pillars of knowledge and understanding namely communication, Logical and verbal reasoning are well tested. Alternative and similar tests of ATMA and like are also acceptable all of which ensures that students of uniform thinking ability enter the MMS batch.

The best of the curriculum is it takes away the examination phobia from the minds of students. With 2 university based and 3 projects led assessments the curriculum offers plenty of scope for students and evaluators to interact and evaluate and even introspect the leanings. The provide a logical basis to build upon the schemas and monitor the progress, In the event of an unsatisfactorily result the students repeat the subject but only after an intensive revision class and counselling. Many times, the failures are due to sheer non-attendance in the classroom due to work pressures and domestic issues such as lack of financial resources. The entire teaching and learning follow a give and take approach thus enabling the students to identify their own weakness and strengths and build on their core values.

Students feedback Peer review sessions (especially for visiting faculties) are some quality control mechanisms which are used very objectively to give feedback to the faculty.

Formal examinations under examinations conditions are held at the end of every semester or during the midterms follows the normal moderation scaling and other gracing provisions as prescribed by the university regulations. terms and evaluation. The results are formally reviewed by the examinations committee and students have full access to the marked scripts, if they feel they have been treated unfairly.

Research, Innovations and Extension

Research Innovations and Extensions

Given the dwindling numbers of enrollments the institutions have been struggling hard to balance its budgets and this has naturally taken a toll of the faculty who are research oriented. Over the years especially during pandemic the staff had to adopt itself to a completely new style and technique of web based delivery so it was difficult for the staff to focus on research. However, the management has made determined bid to encourage research amongst staff and has made following efforts to carry out research on campus. As a first step towards this all the core faculties are by default PhD scholars some of whom have international experience of research. In this process, the institute has taken the following steps:

1.Devoting more focused time on student work and encouraging them to present papers at various competition.

2. Incubating 2-3 quality projects of students which have potential of being converted into journal

Infrastructure and Learning Resources

Infrastructure and Learning resources

The institute is located in the heart of Mumbai city and is very well connected by rail metro bus and other means of transportation. The classrooms have adequate ventilations fresh air and also air-conditioning, Necessary infrastructure like Well-equipped library, with access to e- journals and LAN connected computer laboratory with proper software, required for research such as SPSS, advanced Excel, PowerPoint, Interview rooms, Trustee's rooms and Formal Board rooms for formal meetings of faculties. The institute has indoor Gymkhana with Carrom Board, Chess boards and Table Tennis facilities. There is a wide-open ground which is available for students, to have outdoor activities & conduct annual sports meet and cultural fests. CCTV cameras are installed at strategic locations and are monitored 24x7 by the Administration department Head, Director & Security. All the infrastructure is built as per the Bombay Municipals Corporations (BMC) code for buildings. A well-appointed Fire, Health and Safety compliant, is maintained by institute. The institute provides trusted real estate agents who help students through handpicked properties which are well maintained and well-guarded apartments, near & around the campus, where students have a choice of independent or sharing accommodation.

Student Support and Progression

Students support and Progression

The institution offers guidance to students through career counselling through various on / off campus seminars throughout the year. The institute offers scholarships through various welfare schemes, according to the provisions of government. Visiting faculties are handpicked from industry but those who have inklings for giving it back to the society, which results in weekend classes for the students, the study work load is well balanced to keep such eventualities in mind. Out station students are entrusted a trusted real estate broker and suitable accommodation is sourced by tried and trusted broker to make it pocket friendly. The institutions bridge the gap between the time of receipt of students on the campus till the time of receipt of government scholarship, thus, mitigating the financial hardships for the students.

Barring few exceptional non performers, the institution's passing rate is 100% year on year and more importantly a placement of 95%- 100%. Weak students are buddied with academically strong regular and bright performers so as to maintain parity amongst learners. The peer support is a very powerful tool used judiciously by the class mentors so that the entire class progress at a uniform pace and nobody gets a feeling of being left out. Regular feedback is taken / given to the employers especially during the summer internships placements and adequate background checks are conducted on relatively unknown / first time employers.

Governance, Leadership and Management

Governance Leadership and Management

The institution has a proper structure for various procedural matters with academic team and the administrative teams having their roles carved out clearly. With director at the helm of the affair, the faculties work as a flat structure and freely intermingle and go to each other for advice, The institution follows the right person for right job moto and the faculties also coordinate & cooperate with each other, for example conduct of clasess in very short notice. Although every effort is made to follow the time table published given the uncertainties the students are forewarned to be prepared for last minute shifts and changes to the time tables and working over

the weekends. This, thus, develops an agile and mean workforce culture amongst the staff and enables the institute to source the best visiting faculties from industry.

Institutional Values and Best Practices

Institutional Vales and best practices

The institution strives to follow a simple equation of **$D / E > 1$**

where D stands for deliverables and E stands for Expectations

The students have an unreasonable expectation of landing up with a cozy air-conditioned cabin job in the vicinity of their home and a fabulous pay package upon completion of their MMS degree. The debunking of this fallacious misnomer starts from day one during the counselling session, to imbibe constantly on student's mind that technology is changing and driving the work culture and job redundancies are becoming very fast every day. Efforts are made to equip students with practical training workshops through computer games and simulations packages, business quizzes through professional associations like Financial times and leading industry experts like Microsoft trained professionals teaching advanced Excel. All these efforts are voluntary OUT of syllabus efforts so as to groom the students polish their hidden talents and make them employable, the technically qualified are looking for some basic understanding of managements nuances while the commerce graduates are looking for practical orientations and demonstrable skills. Earning a sizable remuneration is what everybody expects to attain on completion of job but what we aim is give a well-rounded career with sharp business acumen through cutting edge case studies and sharp analytical skills through the business simulation like exercises which requires humongous data churning and yet be at the receiving end as in a ruthless competitive world some smart guy is making even a cleverer move. Yes, we stand for imbibing values in the minds. On a micro front we want to be a fair employer who cares for its employees offers them ample opportunities of growth and pursue their careers and work as a big large happy family who will stand by in good times and bad times alike.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRI YASHWANTRAO CHAVAN SHIKSHAN PRASARAK MANDAL'S SINHGAD INSTITUTE OF BUSINESS MANAGEMENT
Address	Plot No 126, MHADA colony, Chandivali, Mumbai-400072
City	Mumbai
State	Maharashtra
Pin	400072
Website	www.sibmmumbai.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director(in-charge)	Sreelatha Guntupalli	022-28582888	9967551171	-	sibmmumbainaac@gmail.com
IQAC / CIQA coordinator	Poonam Patel	022-	9428159401	-	poonampatel@sycspm.org

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	University of Mumbai	View Document

Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	03-07-2022	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	Plot No 126, MHADA colony, Chandivali, Mumbai-400072	Urban	0.5	7619

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	MMS,Commerce And Management	224	Graduation	English	120	36

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				2				8			
Recruited	0	0	0	0	0	1	0	1	4	1	0	5
Yet to Recruit	2				1				3			
Sanctioned by the Management/Society or Other Authorized Bodies	1				2				8			
Recruited	0	0	0	0	0	1	0	1	0	5	0	5
Yet to Recruit	1				1				3			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				16
Recruited	14	2	0	16
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				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

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

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	8	2	0	10

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	16	0	0	0	16
	Female	19	1	0	0	20
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	9	5	13
	Female	6	7	6	7
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	1	0
	Others	0	0	0	0
OBC	Male	3	2	0	2
	Female	2	2	1	3
	Others	0	0	0	0
General	Male	19	11	16	13
	Female	11	12	7	11
	Others	0	0	0	0
Others	Male	0	2	1	3
	Female	2	1	3	2
	Others	0	0	0	0
Total		43	46	40	54

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	We are a part of twelve strong multidisciplinary institutions from medicine to engineering and physiotherapy to higher education, affiliated with various universities: Mumbai University, University of Pune & Savitribai Phule University. Under the leadership of a new director who has recently taken charge (January 2022), we have introduced IT-related modules which are considered complementary to the main MMS Course Curriculum.
2. Academic bank of credits (ABC):	The institution has encouraged students to enroll in the MOOCs courses launched on the SWAYAM portal of the Government of India. Every semester students are encouraged to enroll in various types of

	courses, like Artificial Intelligence, Data Analytics, E-Retailing, Excel(Advanced), Fintech, Financial Modelling. Faculties prepare their own case studies based on live examples.
3. Skill development:	The ABCDEF courses described above are examples of skill enhancement courses. The Employability Enhancement Program (EEP), framed by the Placement cell, guides & enables students to develop soft skills, such as effective communication, personality grooming, etiquette, and train students for Group Discussions, Interviews, and like. Analytical skills, communication skills, and data analysis skills are assessed by the FirstNaukri.com portal. TCS (Tata Consultancy Services) and American India Foundation- Dell Computers initiatives equip the students with various employability skills. To inculcate human values and to give a holistic view of existence as a human being the subject of Business Ethics was offered as an elective in the semester I, the syllabus framed by Mumbai university for the subject of Business ethics is very comprehensive. It includes topics such as Moral dilemmas and learning important for the ecological environment, Green Legislation, Natural laws of Loyalty, and Integrity. The institution has made it mandatory for the students to enroll and complete the MOOCS course on " Ancient Indian Management" developed by AICTE on the SWAYAM platform. The credit for the same has been associated with internal evaluation for the subject of Perspective Management which is the core subject in Semester 1. In collaboration with AIF(American India Foundation) under the EEP (Employability Enhancement Program) conducted by the Sinhgad Institute of Business Management students are trained in various soft skills required for sharpening their employability skills. The various activities conducted under the EEP Program are: -Communication and Presentation skills -Personality Grooming -Group Discussion Skills -Mock Interviews The institute at their own level also takes initiatives for improving the application skills with through activities such as: -Business Quiz(which is conducted once a week based on the general and business news of that week). -Business Simulation -Case Study Sessions -Video Screenings -Book Reviews and Newspaper Reviews
4. Appropriate integration of Indian Knowledge	The subject of Business Ethics is taught in Bilingual

system (teaching in Indian Language, culture, using online course):	mode using Hindi and English. The Shlokas of Bhagwad Geeta related to ethics are recited in Sanskrit & explained in English & Hindi. Celebration of "Marathi Diwas" is a usual practice at the institute which is intended to preserve and promote the language of the state.
5. Focus on Outcome based education (OBE):	The Institution follows a preset syllabus prescribed by the University of Mumbai, which offers specific pointers towards the outcomes that need to be attained at the end of every single session or chapter. This forms the basis of measuring the effectiveness of the teaching and learning achieved at the end of every class. The faculty uses various techniques to gauge if these outcomes are achieved with instruments such as Near pod, Class quiz or the weekly quiz done in collaboration with Financial time, a quick class test, classroom debate or presentation by the students or some group activity or like. Feedback is offered in a constructive way to identify the learning gaps and offer revision or refresher classes where needed.
6. Distance education/online education:	During covid the institution quickly adapted to online teaching and since then blended learning has become a norm. However, the institute feels the traditional physical method offered better learning and hence has reverted to classroom physical mode to ensure better participation and interactive learning. Guest lectures especially those from overseas subject experts are held online to extract optimal knowledge exchange.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	NO
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?	NO
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from,	NO

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.	
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.	NO
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.	NO

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
89	86	89	121	135

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: 14

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	9	10	8	9

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
79.78	68.22	91.61	111.44	96.12

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Sinhgad Institute of Business Management, Mumbai was established in 2009 by Shri Yaswantrao Chavan Shikshan Prasarak Mandal as an unaided management institute and is situated at the heart of Mumbai city. It is accessible by Metro, train, and bus. This campus is surrounded by two lush green gardens with numerous trees. The institute is affiliated with Mumbai University and is approved by AICTE. As an affiliated institute, it administers the curriculum recommended by Mumbai University, and it has developed a structured and effective curriculum implementation method for imparting quality education. The following practice is urbanized and arrayed.

Plan for effective implementation of the curriculum:

The planning for the semester begins with the faculty meeting with the director, starting with a discussion on the subject allocation, which is done on the basis of experience, expertise/specialization, and interest of the faculties. In consultation with all the faculty members the academic calendar comprising the examination schedule, and the various events and activities to perform throughout the semester is prepared. Following this the faculty members prepare a comprehensive lesson plan, incorporating the program learning outcomes and course learning outcomes, and the pedagogy for each module of the syllabus. The timetable for the semester is prepared by the course coordinator & head of the institute, in consultation with the faculty team in a meeting.

As part of the student orientation/induction program, as per Mumbai University guidelines, the semester begins with a seven-day-convergence module for the students of semester 1. This convergence module comprises sessions and assessments in Accounting, Statistics, Communication, and soft skills, and an introduction to research methods.

For efficient and effective conduct of the sessions, classroom instruction tools and aids are effectively provided. The classrooms are well equipped with ICT tools and equipment, which helps the faculty conduct the class using PPTs, Audio, and Video content with respect to their specific subjects. The lesson plan prepared by the faculty members acts as a strategy for the faculty for the conduct of the class. The lesson plans include the details of the pedagogy that would be used for the subject and the details of the case studies and other study material to be shared with the students.

The course coordinator regularly reviews the teaching-learning process to add momentum to it. This is done through the use of syllabus completion reports, a systematic internal examination process, guest lectures, seminars, internships, project work, industrial visits, and student training programs. The improvement of the faculty's abilities is encouraged and supported through Refresher Courses,

workshops, and Faculty Development Programmes, which in turn aids in the efficient delivery of the curriculum. The institution promotes staff and students to sign up for and receive certification for the many online courses provided by, SWAYAM/ NPTEL, Coursera, EDX, and other such platforms.

File Description	Document
Upload Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response:

File Description	Document
Institutional data in the prescribed format	View Document

1.2.2

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

Response:

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

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

File Description	Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

The Sinhgad Institute of Business Management follows the curriculum prescribed by Mumbai University for its MMS course and it integrates various socially relevant cross-cutting issues like ethics, human values, environment, etc to sensitize the students.

Gender Equality

Gender equality is firmly believed to be necessary to support a nation's long-term growth, and quality education is imparted to build future global leaders. Through academic and extracurricular activities, the institute has started some promising initiatives to educate and advocate for gender equity among the stakeholders. The institute celebrates Women's Equality day on the 26th of August to promote gender equality. Seminars and Lectures are organized on the day to create awareness about gender equality.

Women's Grievance Cell and Grievance Redressal Cell is present at the institution to offer counseling to students, promote gender equity among students, and address associated concerns regarding the safety and security of female students, employees, and professors.The institution follows a policy of gender equality and equal pay and provides equal opportunity for career enhancement , research and career progression.

Professional Ethics and Human Values

To inculcate professional ethics and social awareness among the students, lectures, and quizzes, etc. are conducted. The college takes efforts to integrate ethical and human values through extra-curricular activities .NGO immersion projects are undertaken by the students as a part of their curriculum. The institute encourages and supports the students to undertake live internships with the NGOs prior to the preparation of the Social Relevance Projects.

Different social activities like Health and Hygiene awareness programs, Medical check-up camps, Blood donation camps, Waterthon, Marathon, Cyclothon, etc. have been initiated by the Institute in association with NGO's.

Environment and Sustainability

Environmental awareness camps, seminars, workshops, guest lectures, company visits, and field trips are organized by the institute to instill environmental consciousness and sustainability values in the students as well as the staff. Mumbai university syllabus which is followed by the institute incorporates several subjects like Perspective Management, Organization Behavior, Strategic Management, and Business Environment which incorporate the concepts that relate to environment and sustainability.

Students are encouraged not to use lifts and make use of staircase and staff and students are also requested to switch off the fans , lights and AC, when not in use. The institute endeavors to buy carbon footprint emission compliant electrical gadgets like fans , LED lights etc.

To encourage segregation of biodegradable and non-degradable wastes the institution has purchased on

its own accord three coloured waste boxes and placed them in the predominant locations in the campus.

The rain water harvesting system has been in place since the inception of the institute. The recycled water is used for flushing and watering the plants. The institution has a green belt in the form of tall trees around the campus and contributes regularly in the clean-up drive of the BMC garden adjacent to the Institution building and regularly maintains the ground allotted by MHADA.This benefits the surrounding societies as well.

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

1.3.2

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

Response:

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

Response: 89

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

1.4 Feedback System

1.4.1

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

Response:

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
54	40	46	43	78

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

2021-22	2020-21	2019-20	2018-19	2017-18
120	108	108	120	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](#)

2.1.2

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
27	17	21	13	23

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

2021-22	2020-21	2019-20	2018-19	2017-18
27	17	21	13	23

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](#)

2.2 Student Teacher Ratio

2.2.1

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

Response:

2.3 Teaching- Learning Process

2.3.1

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

Response:

At Sinhgad Institute of Business Management , the pedagogy is very inclusive with conceptual and real-time teaching and learning.

The faculty of " Derivatives and risk management subject uses the live data available on the BSE and NSE quotes to demonstrate how the option pricing works out and the expiry mechanism of the options by using the HDFC Securities and ICICI securities.com portal.

To understand the concepts of the subject- 'Financial Institutions & Markets', various topics & research articles published on the RBI website are discussed in the class. Faculty also uses moneycontrol.com to elaborate on the concept of markets and Sensex.

Financial Modeling is a dynamic platform for understanding financial Planning & analysis. It combines the student knowledge of accounting and finance and helps students understand forecasting tools. The concerned professor is teaching the students to open excel sheets and prepare the financial models. This enables the student to prepare various types of financial reports and also gain expertise in excel.

Business Simulation is the practical approach & exposure of students to real business world situations. The institute has a tie-up with CESIM, Finland, which provides the platform for the same. Student groups are formed & given 12 rounds of online simulation, with different business targets of sales, new market expansions, and other business strategies, where the students have to plan accordingly, apply it to the stated problem and simulate the results. This enables the students to understand & judge their own decisions. The results of their decisions are reflected in the financial statements, specifically in the profits and sales. Finally, the group with the highest profits will be announced as best and awarded.

The transformation of students to more digital reading and digital preparation of notes is encouraged by installing an e- library in the campus, for reading & studying. Various text books, journals, e- books are installed in the e- library computers. Delnet database is subscribed, which is free for students, to access various journals and magazines of business management.

Entrepreneurship and Innovation Certification course: In keeping up with the initiatives of the Government of India such as Skill India , Make in India, the institute offered a 3 month certification programme to the students of MMS in 2nd semester to develop entrepreneurship skills amongst the students. Students voluntarily enrolled and enthusiastically prepared project reports, on the idea which they wanted to incubate. The three best chosen projects were judged by Six Ladder founders- Satvik Thakker and Devendra Rara, who advised students the dos and don'ts of startups. Mr Kumar Bhor was adjudged as the best presenter for his idea of creating a market mechanism for farmers, to connect them with wholesale consumers like restaurants directly, thus eliminating the middleman and ensuring fair prices for the farmers. The other two projects were equally well presented with one talking about an apparel (shirt) startup and another, an app-based startup, which would enlighten individuals with various skills with the actual user. The participants were issued a certificate of completion.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	11	11	11	15

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)

2.4.2

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	1	3	3	2

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 awareded by UGC recognized universities	[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:

Examination Grievance Redressal Mechanism:

There is complete transparency in the internal assessment. The academic calendar for internal examination is prepared by the head of the institution. COE monitors the internal evaluation process. The student grievances related to internal examination are solved by the head of the Institution, COE , College Exam Committee, and Examination Grievance Redressal Committee.

Students have to approach the examination coordinator. An application is to be submitted by the student to the examination department explaining their grievance.

Within 2 days of the receipt of the grievance application, the examination department goes through the application and forwards it to the Head of the Institution.

The head of the institution in consultation with the COE and Examination Grievance Redressal Committee solves the grievance and makes the remark on the application which then comes back to the examination department. After taking the necessary steps, students are informed. This procedure is completed within a time period of 5 days.

In all, no grievance should take more than a week to get attended to and resolved at the end of the institution, as per the redressal mechanism at the Institute.

The institute has developed an effective procedure to address examination-related grievances, that is time-bound and transparent in the manner of Continuous Internal Evaluation.

When performing internal assessments and semester-end exams, the college rigorously follows the directives and regulations published by the affiliated institution.

At Institute Level: At the Institute level an Examination- Committee (EC) is formed and headed by the Controller of the Examination (COE). The EC undertakes the following activities:

- Prepares relevant timetables of the Institute based on the Examination TimeTable

- Prepares and displays an overall Supervision Duty List

- The Exam Committee shall hold a pre-exam meeting to brief the members of the faculty with regard to the examination procedure and the role and responsibilities of a report of the same shall be submitted to the Principal.

- The committee collects a list of examiners for assessment and moderation of each subject from respective HODs.

- Ensures that the evaluation and moderation process is completed on time

- Prepares smooth conduct of Examinations, time – table schedules, Invigilation duty chart, Seat allotment in the Examination halls, etc.

- Ensures that the entire exam-related documents reach the university in time.

- Conducts Internal Assessment examination as per the academic calendar.

- Distributes marks lists to the students after the results of various examinations received from the University.

- Processes all Circulars, Guidelines, Office Orders, and Notifications received by the University

At University Level: If students have grievances related to the evaluation of university answer scripts it is intimated to the subject handling faculty and head of the department if necessary, for further action.

File Description	Document
Upload 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 department offering the relevant programme develops the Programme Outcomes (POs) and Course

Outcomes (COs) in accordance with the goals of Outcome Based Education (OBE) following extensive consultation with all faculty and stakeholders. After reaching a consensus, the ideas are extensively disseminated and made public via the numerous channels of presentation and/or communication listed below.

- Website
- Class rooms
- Notice Boards
- Student Induction Programs
- Faculty meetings
- Library

The HODs educate the students about POs and COs while speaking to them. The professors, teachers, mentors, and course directors help educate the students, raise awareness, and stress the importance of achieving the goals.

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.

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 POs and COs of the courses are published through electronic media at the institute website: http://sibmmumbai.org/courses.html In all the interactions with the students, awareness on POs, and COs is consciously promoted.

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:

The assessment tools and processes used for measuring the attainment of each of the Program Outcomes

and Program Specific Outcomes are mentioned below:

The Evaluation of the students over the Course Outcomes and Program Outcomes is done via two approaches:

1. Direct Assessment

2. Indirect Assessment

Under Direct Assessment as per university guidelines each subject is of a total of 100 marks out of which 40 marks are internal evaluation and 60 marks are the End Term exam. The internal evaluation consists of an assessment of students through Presentations, Case Studies, Assignments, Class Tests, Quizzes, etc. And the 60-mark evaluation is through a descriptive end-term exam which involves case study questions, application-based questions, and direct questions from the syllabus. This helps in assessing whether the course outcomes have been attained or not.

Indirect assessments involve the feedback of the students and by the students taken under the mentorship program.

2.6.3

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
35	46	43	53	26

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

2021-22	2020-21	2019-20	2018-19	2017-18
39	46	43	74	52

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response:

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

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

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

SIBM Mumbai values research as a way of life and accordingly has created an ecosystem for innovations, creation, and transfer of knowledge. In the line with its strategic objectives, SIBM Mumbai disseminates independent and collaborative research opportunities available at national and international level through e-mails to all stakeholders and encourage faculty to partake in such opportunities to meet its long-term strategic objectives as envisaged in its mission statement. The faculty members are encouraged to take part in various faculty development programmes.   The faculty members are encouraged to attend national/international conferences to present papers.   The Institute has endeavored towards collaboration with counterpart Institutions as part of its strategic objectives. SIBM Mumbai is also trying to have an international linkage with some reputed global Institutes.

Workshops on Entrepreneurship, Research Methodology and Intellectual Property Rights are conducted to provide the base for researchers. As part of innovation, R&D cell encourages students and faculties for nurturing innovative ideas. The R&D cell helps in identifying multidisciplinary innovative topics related to different engineering and management programs. It helps and motivates the students to do theme-

based research projects which in turn make the students to have innovative knowledge helpful to the industry and society.

Entrepreneurship assumes utmost importance in the current economic environment. The institute grooms its students to become entrepreneurs so that they boast off being job providers rather than job seekers. To enhance entrepreneurial initiatives, the R&D-Cell provides a platform for students to create and test ideas for the market. Subsequently a need for E-cell and incubation Center on campus is felt as students who were actively involved in E-Cell activities and started their own ventures needed mentoring support. This required to tie up with mentors from industry and also in-house faculty involvement from specialized areas. The institute plans to start the Incubation center to promote entrepreneurship/startups in the areas of Business Analytics, Enterprise Systems, and Sustainability. It will be supported by team of industry mentors and faculty and would have a dedicated space with business management focus and provides mentoring support to startups that have proof of concept to scale up. The center will also provide virtual mentoring to startups located outside Mumbai. It plans to conduct carries various activities during the year such as idea hunt, investors' summit, short term programmes on entrepreneurship development, skill development programmes. It will also participate in events organized by state and central government / agencies and other incubation centers. Further, SIBM Mumbai is planning to form Institute Innovation Council as per the AICTE requirements. The council will represent experts from industry and academia from outside the institute.

The students and junior faculty members are guided and motivated about publication of research papers in reputed journals, patents and copyrights registration, start-ups, consultancy and to pursue Ph.D. Further, faculty members are encouraged to participate and conduct different research activities, publication of technical books, and presentation of research papers at national and international conferences for knowledge sharing. The institute regularly organizes different workshops, webinars, conferences, and Faculty Development Programs (FDP).

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

3.2.2

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

Response:

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

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

File Description	Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	0	2	3

File Description	Document
Institutional data in the prescribed format	View Document

3.3.2

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

Response:

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

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

File Description	Document
Institutional data in the prescribed format	[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:

SIBM-Mumbai believes in giving back to society and maintaining a symbiotic relationship with the society. It plays a pivotal role in fostering social responsibility among the students and their holistic personality development through the participation in extension activities. The institute-student group addresses the social issues in the neighbourhood through active participation for holistic development of students so that they become socially responsible business leaders. The purpose of carrying out such activities is to put major emphasis on student engagement, service orientation and holistic development of students making them a good and responsible citizen. SIBM-Mumbai conducts various campaigns related to health, environment protection, career guidance etc. to shape every volunteer to be a responsible citizen about social issue. Independence Day and Republic Day are celebrated by the students during which visits are made to nearby residential societies for Flag hoisting.

The institute along with the student group conducts several seminars and workshops to address issues like human rights, women health and hygiene, women empowerment, gender sensitization and various government schemes. Students go from door to door to make citizens aware of how plastics are harmful to the environment by explaining the harmful effects of plastic and difficulties in decomposing plastic bags and bottles. Students also demonstrate how to save water and water conservation techniques.. They also emphasize on the benefits of plantation.

From time to time the institute-student group take initiatives such as clothing drives, career guidance, book donation for helping the poor and needy and work for the environmental sustainability. All the students, staff and faculties of the institute whole heartedly participate and contribute for the noble activities. From time to time, SIBM-Mumbai guides its students to undertake several CSR activities to sensitize them to social issues for their overall development as future business leaders.

All the above mentioned activities helps to create a positive impact on the students, nurture a sense of belonging to the community and helps to develop a student community relationship, boosting their self-confidence and leadership skills. Involvement in these extension and outreach activities the students develop critical thinking skills, time management and development of problem-solving aptitude. Moreover, the participation in the extension activities leads to the development of social skills communication skills, management skills, analytic skills, perceptual skills etc.

The extension activities carried out by the institute and students enhance the knowledge of societal issues and problems and to search solution by getting involved with their lives. It helps to strengthens the sense of empathy and compassion among the students and also instils in them a sense of commitment and

ethical responsibility. Such programmes sensitize the student volunteers towards the social issues and take challenges of the lesser privileged sections of the society. Further, the extension activities conducted by the institute have given the students exposure to cases of unjust deprivation and have created strong motivation for alleviation of this injustice. Working with NGOs help to build up relationship and tie up to carry forward humanitarian work in future.

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

3.4.2

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

Response:

Not Received any

3.4.3

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

Response:

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

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

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

3.5 Collaboration

3.5.1

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

Response:

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The institute has a 9-storeyed modern building. There are spacious and air-conditioned classrooms , enabled with ICT tools which comprise computers with the latest Windows 10 operating system, projectors and the sound system to be used for conducting lectures in audio-visual mode. The institute has two computer labs equipped with 50 computers each, enabled with the latest Microsoft Office 2016 and software like SPSS, and Tally which is used for conducting sessions for subjects such as Financial Modeling, Business Analytics, Business Simulation, HR Analytics, Advance Excel, and IT specializations subjects.

The E-Library is equipped with 30 computers, which are accessible to students for digital reading and preparation of projects. The students access the MOOCS courses and the NDL and DELNET as a source of E-learning.

Institute has a rich library with more than 12000 books from different disciplines apart from journals and reference books. As a part of the Employability Enhancement Program, the students are instructed to review the books of their interests and choice and make presentations on the same. There is a provision of 2 cabins in the library for student counseling and discussions. Girls' common room is provided for ensuring the privacy of girls on their special days of the month and also other issues. The room also has a sanitary pad dispensable machine.

The Board Room caters to the management requirement for conducting Faculty meetings, Industry interaction, and various other management-related functions.

An adequately spacious placement office for discussions with placement officers & also meetings with corporate representatives/ recruiters, for placement of the students.

Faculty have individual cabins which give a peaceful environment for the preparation of classes and Research work.

Students and faculty members can play indoor games including chess, carom, and table tennis in the institute's gymnasium. The institute contains a seminar room with a capacity of 100 students and a 200-seat auditorium, both of which are used for organizing cultural events, seminars, conferences, and workshops. Under the aegis of the Video Sessions, students are exposed to management- and motivation-

related films. The institute has a 2000 Sq meters ground which is used by the students for organizing sports events and playing badminton and cricket as part of regular sports activities.

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

4.1.2

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	1.15	0.11	0.22

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](#)

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Sinhgad Institute of Business Management, Mumbai has a well – equipped library. It is veritably "A Knowledge Bank". It has books, journals and periodical along with online journals. CD-s – VCDs,

online databases.   SIBM has an established and a very effective educational resource support system, which is extensively used by students and staff. The library has an adjoining reading room. Total library area is 10000 sq.ft.

Sinhgad Institute of Business Management, Mumbai unit was established in the year 2008.   Sinhgad Institues has rich collection of books, journals, projects and e- resources. The Library has more than 7,000 books (according to Accession Register). Total four Newspaper (Business newspaper – 2) and 24 Indian prestigious Journals and Magazines are subscribed by the Library with scholarly national journals and business magazines. All the summer and winter projects are available in the library. The Library has a membership of a DELNET database. An average of 25-35 students visit the Library regularly. Teachers, students, staff members, visitors use the library regularly. The whole Library is under the surveillance of CCTV. It has a comfortable reading room with AC facility and Wi-Fi Internet connectivity and seating arrangement of 100 students.

Online database

DELNET - "DELNET" online database is subscibed and is made available to studnets & staff. It will be helpful in exploring the various resources e-books, e-journals and many other e-resources.

Website -   http://www.delnet.in/

Library Software

Currently using Libexnet library Software from the beginning its installed with OPAC and WEB OPAC. Open source software KOHA installation is in the process.

WebOpac - http://192.168.1.253/webexnet/index.aspx

Library Orientation: Library orientation is given to the new students and newly recruited staff of the college to enable them to use the library collection extensively and avail the facility of the library. All the MOOCS courses, NDL Club activity, Swayam and DELNET information providing at e-library every year.

WDigital Library: A Separate multimedia library with 35 computers and additional facilities such as, Wi-Fi, Internet 24 X7, Ms-Office with windows 10 are available. All the Syllabus, question papers, e-books, e-journals access link is updated regularly through library email.

- SIBM Specialized Services

- Circulation service – All library resources issue and return to library members.

- Reference and information service – CAS and SDI services

- Project Guidance and Documentation Services

- Internet Surfing and Downloading Facility

- Photo Copying Facility

- Access to CD Rom and e-journals

- User education and orientation program

- Career Guidance and Advisory Service for Competitive Examinations.

- Indexing & Bibliographic Service

- Newspaper Clipping Service

- Training for online databases

- Annual Book Exhibition/Fair

- New Arrivals Alerts

- Remote access to E-resources

- Procurement of study material

- NDL (National Digital Library) membership

- E-Shodhsindhu – SIBM Membership

- Classification and Catalogue of library material

DDC Classification Scheme and cataloguing (AACR) using for library books management

File Description	Document
Upload 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:

The institute has always given priority to the up-gradation of IT facilities. Regular updating is done in facilities at the institute level as well as the department level.

A description of the same is provided below.

Internet Connection: The institute regularly updates the internet connection. The available internet bandwidth is 10 MBPS provided by Gazon Communications India Lt.d, The institute has upgraded the internet lease line from 4 MBPS to 10 MBPS in the year 2019

No. of Systems: The institution has a total of 189 computers for students& staff.

Firewall/Security: The institution uses firewall service from Fortinet and the support license is latest renewed in 2022 to 2023.

Wifi Facility: The institution has provided one Cisco Wireless Access point in Library for all staff and students, wi-fi for boardroom, Trustee room & classroom on 1st floor of the building

Networking Peripherals: Institution has a networking switch provided by CISCO & DLINK of 100 MBPS speed. All computers are connected to LAN with star topology.

The licensed version of OS: The institute has license copies of the Windows Operating System, and MS Office Suite and also works with open-source operating systems like Ubuntu OS and other software tools.

 I/O Devices: The institute purchased printers as per the requirements given by the departments. The institute has in all 8 laser printers and 1 inkjet printer and 1 Photocopier machine.

LCD Projectors: The institute has 6 LCD projectors. 4 new projectors has been upgraded   in the year 2020.

Website: The website is developed and managed in-house by Sinhgad Data Centre, Pune. We hosted our website. The Hosting Company is M/s. G.K.Network .

Antivirus: Quick Heal antivirus is installed in computer systems. The institute purchased 100 licensed copies of Antivirus.

Intercom Facility: The campus is well connected with a well-planned Telecom Network with intercom facilities provided. Four additional BSNL landline connections are available.

Online UPS/10 KVA- : The institute purchased 10 KVA online UPS. All computer system are connected to online UPS system

Biometric Attendance System (For All Staff) : A biometric attendance system utilises a fingerprint to allow employees to clock in and out of their office.

Pen Tablet for Lecture: The institute has a well-equipped media facilities where faculties can prepare their lectures with pen tablet. This has been very useful during the initial phases of pandemic.

Sr No.	Details	Number
1	PCs exclusively available to students	151
2	PCs available in Library	3
3	PCs available in Administrative Office including Director's Office and OSD's Chamber	9
4	PCs available to Faculty Members	5
5	PCs available in Placement Cell	3
6	PCs in Exam Control Room	2
7	PCs in Classrooms	5
8	PCs in Seminar Hall	1
9	Laptop	1
10	IQAC Room	1

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

4.3.2

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

Response:

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

Response: 145

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response:

4.4.1.1 **Expenditure incurred on maintenance of infrastructure (physical facilities and academic**

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

2021-22	2020-21	2019-20	2018-19	2017-18
17.55	17.57	26.35	31.43	21.25

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 maintenance of infrastructure should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
62	52	43	38	41

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.2

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

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

Response:

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

5.1.3

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
49	27	12	80	30

File Description	Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response:

File Description	Document
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	[View Document](#)

5.2 Student Progression

5.2.1

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
35	41	37	50	26

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

2021-22	2020-21	2019-20	2018-19	2017-18
35	46	43	53	26

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.2.2

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

Response:

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

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

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

5.3 Student Participation and Activities

5.3.1

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

Response:

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

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

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

5.3.2

Average number of sports and cultural programs in which students of the Institution participated

during last five years (organised by the institution/other institutions)

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	6	6	6

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:

SIBM-MUMBAI-SAA (Sinhgad Alumni Association-Mumbai): The alumni association of SIBM is in the process of registration to take a legal & formal shape. But that doesnt stop the institute from conducting alumni activities. SIBM-Mumbai-SAA aims at connecting alumni, giving them a platform to interact and regroup. The SAA maintains and enhances a highly engaged, vibrant community of alumni and friends worldwide. It helps connect alumni to the institute and each other through a wealth of community activities, continuing education programs, online services, and events around the world. Over the years, SIBM-Mumbai community has supported each other in multitudes of spheres - be it in career opportunities, mentoring or networking.

An Institute has its reputation established on the achievements of its alumni and faculty. This is precisely the reason why SIBM has the kind of reputation it possesses. Every year, a batch of youngsters with dreams to scale great heights enters this esteemed institution and steps out into the corporate world as game-changers. Brimming with confidence and harboring lofty ambitions, they bid farewell to SIBM carrying along memories that they would cherish forever. Each of these youngsters has metamorphosed themselves into distinguished professionals with expertise par excellence in their respective disciplines. These alumni have grown in stature and stand today as role models worth emulation. With their accomplishments in several fields, they have kept the SIBM-Mumbai flag flying high and by doing so have proven themselves to be a great asset to this institute.

Since its inception, SIBM-Mumbai has been a driving force in the industry providing the best of brains to

all sectors of business. At this juncture, the SIBM-Mumbai family is proud to see the kind of alumni it owns and the marks they have made for themselves and the alma mater. SIBM-Mumbai, as an Institute, is scaling new heights and has maintained its position for a long time principally due to the strong and influential network of professionals it has generated many of whom are running the leading firms of the world.

It has been possible for SIBM-Mumbai to remain agile and responsive to the needs of the market through continuous interaction with the industry. SIBM-SAA feel extremely rhapsodic to provide different platforms for alumni interactions like Annual Alumni Meet to receive purposeful suggestions, achieve astute endeavors, and a lifelong relationship. SIBM-SAA would thank the alumni, who have always been generous in their contributions to the Institute and who we sure will keep the proceedings upbeat.

True to the ethos of Sinhgad family, SIBM-Mumbai-SAA has taken the responsibility of carrying the spirit of knowledge, mutual growth and community impact. It gives us multitudes of opportunities to network and collaborate.

Events organized:

- SIBM-SAA annual alumni meet"- literally meaning reminiscence is the vantage point for the alumni. It is a platform for alumni to reconnect with their alma mater.

- Alumni Interaction series - Organizing Talks with alumni on a regular basis with students to bring in industry perspective to their knowledge repository.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Mission: To nurture and transform young talent into world class managers. inculcate the values of perseverance, coherence, endurance, and encourage to discover the competencies of students

Vision: To shape & carve management experts & professionals by institutionalizing the dissemination of relevant knowledge through structured learning systems.

With a full-fledged management team, SIBM functions as an independent professional unit. For e.g. the examination committee is headed by the senior staff and monitors the student's performance in the examination; the placement team is tasked to source the appropriate employer who is willing to participate in students' development, rather than merely giving them some menial tasks. For e.g. Bajaj Finance trained the candidate with specific hospital finance. Mahindra & Mahindra trained the students interning with them in a new vehicle launch (Mahindra & Mahindra launched a Vehicle in June 2022). Anand Rathi Securities trained 6 students in the shares and securities business and interned on how to handle sub-brokership relationships. The examples cited above amplify the objectives stated in the institute's vision and mission statement to make & create management experts, disseminate knowledge. During the classroom sessions the teachers use case study approaches to augment the textbook learning for e.g. in the business environment class the case study of "Withdrawal of Ford Production from India;" in the Management accounting class case study of a motor vehicle garage cum car service station was discussed to cover the topics of overhead allocation, product pricing and distribution of overheads, in Financial accounting Smith's Cricket Academy case study elaborates the process of double entry bookkeeping, takes it to the preparation of annual accounts and scaling it up to divisional accounts and teaches the analysis of comparative performances through ratio analysis. In the Entrepreneurship and Innovation class, live group projects were undertaken by the students & devised the complete business plan with complete cash flow and revenue model, by analyzing the market conditions & rejected six out of the eight projects presented in the class as they did not meet the IRR funding rate criteria. This is where structured learning is seamlessly blended with skills required in the respective fields. Students learn class participation and group discussion and combative arguments in a case study.

The pinnacle of skills development and dissemination of knowledge is thoroughly tested in a business-like environment. It is a computer-based "Business simulation game" which judges the performance of a team based on the augmentation of the shareholder's net wealth. The students make a number of decisions through a consultative process, discussing the pros and cons of particular decisions such as running the factory in three shifts to meet the seasonal festive demand versus the additional payments towards labor due to overheads. The students realize that it is not always advisable to run after more businesses without keeping the costs under check. So a tradeoff needs to be arrived at amongst two

diagonally opposite factors. Such kind of analytical thinking enables the students to rationalize their arguments before making a particular business decision.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The vision and purpose statements of the Institute effectively communicate the quality policy. The strategic plan and action plan are created in such a way that this quality policy is utilized throughout every activity. A monitoring mechanism periodically evaluates each process.

Strategy to create competencies to satisfy the ever-changing needs of the industry & society and strategy to empower the faculty, staff, and aspiring managers with vital technical knowledge and skills:

The institution focuses on the conceptual understanding of the subject and its application in real-time situations. The faculty are trained to be flexible in their pedagogy in order to meet the need for being able to switch from online to offline teaching mode and vice versa with ease and comfort. The institution encourages the participation of the faculty members in Faculty Development Programs and workshops internally as well as externally organized.

The institution focuses on ensuring the integration of technology like MS Teams, Google Classroom, and Google meet in classroom teaching for conducting lectures, sharing notes as well as for students' assessments and assignments.

Strategy to strengthen collaborative research and consulting environment with industry and other institutes:

Encouraging the faculty for research publications by sponsoring them for attending research conferences and paper presentations as per the research policy of the institution.

The Institute has a perspective plan for development. The institute aims to have all the faculty members with highest academic qualification. The institution also foresees to grow in the field of research and consultancy by virtue of highly qualified technical resources. Efforts are made in this direction to encourage the faculty members for higher studies. Following aspects have been considered for

development plan by institute, which includes:

- Tie-ups with institutes/ colleges with Research Centres in management discipline.

- Overall development of faculty and staff by taking initiatives like skill upgradation by sponsoring their FDPs, short-term courses, attending conferences, etc,.

- To promote research and consultancy activities in all departments

The institution also practices signing of MoUs with industries and other institutes to undertake research activities collaboratively.

Strategy to improve the placement activity at the institute:

The Institute undertakes an EEP i.e Employability Enhancement Program for polishing the employability skills of the students by undertaking several activities such as Language Lab, Business Simulation, Book Review and presentations etc. Sinhgad Group of Institutions have a central placement cell based at Pune with extends its support and assistance in terms of conducting employment-related webinars , seminars and training for overall development of the students as well as identifying and networking with organizations for undertaking the campus placement drive and place the students.

File Description	Document
Upload Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response:

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document

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:

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

The institution offers effective welfare measures, schemes and facilities:

- As per the HR policy laid down by the central management female staff are entitled to Maternity leave for a period of 6 months.

- Concessions are given to lactating mothers for a period of 1 year.

- Staff is allowed to attend personal, and social events such as Parents- Teachers' Meetings, and religious and social functions during office hours for up to 3 hours which are reciprocated by the staff by putting in extra hours or working on holidays once in three months.

- During monsoons in particular Mumbai faces acute traffic jams and water clogging and often brings local trains and traffic on road to a complete halt. Staff is given flexible timings during this period and considered sometimes for late coming and early leaving.

- The Staff Grievance Redressal cell has been established under the guidelines of AICTE and a very clear and efficient system of dealing with the grievances of the staff is put in place.

- Training and development programs are specially designed for teaching as well as non-teaching staff during the year.

- Employees Group Insurance: Every staff member is covered under a group insurance policy wherein should an unforeseen event occur the family is compensated up to a sum of Rs. 2 lakhs due to accidental death.

- PF and Gratuity according to the threshold limits as prescribed by the respective laws

- The Institute has a very robust, fair, and detailed system for annual appraisals for teaching and non-teaching staff. The information actually filled remains confidential and the contents and the criteria of these forms are shared in advance with the team. While an eight-page document is designed for self-performance appraisal of faculty, a relatively easy-to-understand four-page document evaluates non-teaching and subordinate staff.. For subordinate staff, items such as attendance, and integrity in character are given due weightage. In the 12 years of history, not a single staff has asked for a review of the decision and this is mainly achieved due to excellent rapport meetings and empathy, and compassionate approach of the management.

- The institution has a cultural committee which comprises one member from the Faculty, one person from admin, and two from subordinate staff. The students are also encouraged to form various committees such as the placement committee, cultural committee, training activities committee, and like.

- The in-house gymkhana houses a table tennis table, a carrom board, and a chess board. A yearly cultural and sports event week titled " SIMHASTHA" takes place in the month of December, which includes an IPL-styled game in which staff and students form teams and play competitive matches with attractive prices at stake, indoor games competitions, also cultural activities like dance, singing competitions are held.

- Reciprocation by the staff through participation in activities such as Ganesh Utsav, Navratri and Annual Cultural Fest of the institution and informal interactions enable frictionless co-existence.

File Description	Document
Upload Additional information	View Document

6.3.2

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

Response:

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

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

File Description	Document
Institutional data in the prescribed format	View Document

6.3.3

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

Response:

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

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

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

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

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

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:

Annual Budgets: The annual budgets which are prepared for the academic year from July to June are presented by the head of the institution and approved by the Management. Budgets fall under two broad categories i. Capital and ii. Revenue. The capital budgets are controlled and financed by the head office while the routine expenses are authorized by the director of the institution and bear the counter signature of the departmental heads.

Accounts maintenance: The institution's parent body is Shri Yashwantrao Chavan Shikshan Prasarak Mandal. SIBM, Mumbai falls under the trust of SYCSPM, and maintains separate accounts and need-based funding if required from the trust. The accounts of the trust and SIBM, Mumbai are audited by Messrs Mali Chartered accountants annually. In the last five years, no major audit observations or adverse comments, or remarks were made by the auditors in their report. All the annual accounts are duly filed with the charity commissioner of Mumbai.

Accounts: The copies of invoices, vouchers, and supporting documents related to the expenditure are maintained and all the original documents are maintained by the accounts department of the institute. The documents are verified by the accounting officer, and discrepancies, if any, are brought to the attention of the head of the institute for immediate rectification. The accounts department consolidates all the expenditures made in the financial year.

Internal Audit: The internal audit committee of the SYCSPM audits all the account records periodically during the financial year. The records verified during the internal audit are: cash book, bank statements, entries in tally software, vouchers, cheque registers, fee registers, ledgers, inward and outward register, attendance muster, movement register, service book and biometric attendance. Further, an internal audit is also carried out for all the grants received from Social Welfare Development (SWD), AICTE, Direct Benefit Transfers (DBT) and other external agencies.

Audit process: During the internal financial audit, auditors raise objections related to finance and stock related reports, giving an opportunity to the college to address and rectify the same. They also give necessary guidance for improvement in account maintenance. These measures ensure no further discrepancy in the records that can be objected to by the external auditors. Every financial year, the external financial statutory audit is conducted by a chartered accountant. A comprehensive examination and verification of all the financial transactions are carried out. All observations and objections of the auditor are communicated through their report to the institute. These are examined by the Director, the internal auditor, and the accounts department. The shortcomings in the auditor's report are addressed and rectified through compliance with necessary supporting documents within the stipulated time limits.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

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

The IQAC has been established in the academic year July, 2022 and the first meeting has been

conducted. IQAC ensures that all the procedures, policies and frameworks of DTE, AICTE are fulfilled without any deficiencies. The teaching, learning processes, student activities, faculty training , are all done keeping in line with the institute mission and vision statement.

The objective of IQAC is to monitor, analyze and administer various student and staff activities. The following are few of them:

1. Evaluation of activity plan and academic calendar.

2. Conduct of internal assessments, presentations & participation in external activities

3. Healthy communication & Interaction with administrative staff, faculty members and students

4. Ensuring adequate infrastructure to fulfill academic requirements

5. Collection of feedback from students and alumni

6. Execution and monitoring of academic plans and activities.

7. Conduct of student activities, seminars, workshops, conferences

8. Ensure active participation of faculty in research works

9. Awareness at institute and department level, for effective implementation of the various procedures

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response:

File Description	Document
NIRF report, AAA report and details on follow up actions	[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:

Gender equity in terms of Recruitment, Pay Parity and Work- Load allocation

The institution has a stated HR policy of hiring the right candidate for the right job without any discrimination, including guest faculty. Men and women suitable for the post are appointed on the same scales. Since its inception in 2008 the SIBM has seen 5 directors- 3 males 2 females. Tenure wise they held the posts for 93 months and 63 years (still counting as the current incumbent is a female) respectively. Women are given equal opportunities to head lead plan activities official or cultural alike. The NAAC project and IQAC committee is headed by female staff is a standing testimony to recognizing the concept of right candidate for the right job.

Safe and secure work environment

Right at the entrance any person are stopped by the security guard and proper entry is recorded for the visitors. The TJSB bank is housed in the premises and that offer added police protection to the campus. All the staff and students are provided with an identity card.

The sexual harassment committee is headed by women and it is noticeable that in its 15 years of existence not a single complaint is received about sexual harassment at workplace against any of the staff members or against any teaching / non-teaching staff from the students.

The mentoring system allocates students to teaching staff according to roll number. The female students freely express themselves with their male mentors and vice versa. However, the students have a right to ask for change of mentor should they feel gender is a impediment towards their freedom of expression. As regards safety and security of females in particular no person especially female is allowed to stay on campus after 6 pm. All the corridors are well lit and under 24x7 surveillance of CCTV cameras. The staff meetings at the beginning of the academic year generally touch upon the dos and don'ts about socially acceptable behavior on campus. On 15th May 2023 Monday at 11 am a formal gender sensitization workshop was organized on campus presented by a practicing lawyer. Separate male female lavatories are generally meant for students however the staff rooms have gender neutral bathrooms which is a healthy practice as it inculcates the spirit of one family amongst staff. Given the thin birth rate amongst the female staff there isn't a need for a separate day care room. Lactating mothers are allowed to leave early for 6 months, after their resumption of duties.

Social and cultural forums

The cultural event such as a cricket match mandates that each team includes at least 2 female players and to allow for the female muscularity special concessions like 2 overs of underarm bowling by them are allowed. All the cultural programme are hosted (master of ceremony) by a female male combination

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

7.1.2

The Institution has facilities and initiatives for

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

Response:

File Description	Document
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:

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](#)

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:

The institution has a stated gender equality policy about recruiting the staff on merit after fulfilling the criteria prescribed by the Government of India about the appointments from socially disadvantaged people. As can be seen from the following table the institution has provided admissions to people from socially backward strata of the society.

The table below gives an indication of the percentage of open vs socially underprivileged category.

Year	Open category	Socially deprived category
2017-2018	55 (71%)	23 (29%)
2018-2019	30 (70%)	13 (30%)
2019-2020	23 (50%)	23 (50%)
2020-2021	23 (58%)	17(42%)
2021-2022	23(42%)	31(58%)
2022-2023	20 (55%)	16(45%)

Since the operation of the campus, there has been an equal ratio in the gender of the directors heading the institute. Various festivities are celebrated on campus without any regard to caste, culture, or religion

such as Christmas, Diwali, 'Eid, Navratri, and Ganesh Utsav. Consideration is taken about the attendance of fasting students especially during the holy month of Ramzan. While admitting the students no discrimination is made on the basis of religion and we are proud of the fact that we are able to fill the seats reserved for a few categories and also by people from the lower strata of society.

Out of the current cohorts enrolled in the last two years, 83 % were out-of-Mumbai candidates. The institution strongly believes in the free movement of students from rural areas to cities for studies, as it offers better job opportunities and towards this end, has appointed a trusted broker who is tasked to find suitable accommodation within a 1 km radius of the campus. The facilities are personally vetted by the institute's appointed estate manager for cleanliness, safety, and surroundings. Staff is sensitized in mannerisms and interpersonal skills so as not to antagonize any person from any class of society.

CMCE, a Bangalore based organization conducted a 1-week long training program for the students, wherein they were taken through various citizenship- values Although not prescribed by Mumbai University, law professionals, citizen activists, and NGOs conduct workshops of 7 hours on covering topics such as fundamental rights and duties guaranteed by Article 16 of the constitution of India, Important bills such as the Right to Information and Citizen's charter are covered under the various seminars and workshops conducted.

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:

7.2.1: Describe the two best practices successfully implemented by the institution as per NAAC format provided in the Manual:

A. Best Practice No: 1

1) Title of the practice: Employability Enhancement Program (EEP)

2) Objectives of the practice:

? To enhance the employability skills among the students pertaining to the industries.

? To nurture entrepreneurship skills.

? To develop their technical as well as soft skills.

3) The Context: Undergraduate students with management or commerce background look at MMS course as a logical extension of their undergraduate degree while those from engineering, science, biology and other in interdisciplinary streams look at it more like an add on qualification which will enable them to enhance their managerial skills and equip them to progress in their specialized technical vocation.

4) The Practice

Preparations are carried out through in-house materials for:

- English language skills

- Logical thinking skills

- Computational skills

The above-mentioned generic modules are prepared to lay the foundation to build the reasoning abilities of the students, subject contents and express their thoughts in a more cohesive manner.

The induction week takes them through an Ice breaking session which enables them to start interacting with a stranger and be part of an unknown group.

The Summer Internships Project- SIP which is a short term on the job training undertaken by the candidate is the first stepping stone for the students to feel and experience the real world. The project essentially is a reflective summary about their learnings from the job. The students critically evaluate their own learnings from the job and also critique the bottlenecks and the obstacles observed by them during the On- the job- Training (OJT)..

While in the 3rd and 4th semester, the independent professional organizations sharpen up their skills in data analysis, resume building, using spreadsheets more productively.

The business simulation allows employers too to contribute to the decision making process of the students. The huge chunk of data and information explosion every week puts the students through real life situations, where the students compete against each other in making an informed business decision.

ORGANISATION	SKILLSETS IMPARTED
TCS certification course	Soft skills
CESIM Simulation	Informed business decision
Online Business quiz, Bizwhiz	Up to date knowledge of economic environment

	business surroundings
Naukri.com	Aptitude test, Communication skills
Fuel	Communication skills, Career counseling
CMCA	Civil rights and citizenship and responsible society member
Rubicon	Personality development & Employability skills

5) Evidence of success: With the help of EEP, there is a steady rise in performance of students at interviews, & also, it has been reflected in good reviews from the company panels coming for interviews. The strong Alumni who are well placed in big organizations or self-employed are a standing testimony to the success of the employability programme. The list below summarizes the Alumni:

YEAR	GRADUATES	PLACED	%	PACKAGE		EMPLOYER
				HIGHEST	LOWEST	
21-22	49	40	82%	9 LPA	3 LPA	BNM solutions/ Cholamandalam Finance
20-21	40	36	90%	7 LPA	2.4 LPA	Deloitte Ltd/ EDUCBA
19-20	46	43	93.47%	8 LPA	2.4 LPA	Birla Paints/ Suites & Ray
18-19	42	37	88%	7.5 LPA	3 LPA	Deloitte ltd/ HCAH
17-18	64	56	87.5%	6.52 LPA	2.16 LPA	SSC GlobeOp/ D Mart

6. Problems encountered and resources required: Creating interest amongst students community for all these activities is a big challenge as there is no formal examinations as such for these activities, however due to the experiential way of learning in the activities we are able to inculcate the habit of active participation among the students.

B. Best Practice No: 2:

1) Title of the Practice: NGO immersion program

2) Objective of practice: To create empathy kindness and the inculcate the spirit of giving back to society

3) The context: MNCs or government companies or private companies have been contributing towards social causes for a long time and the Government of India was the first to make a law which mandates The stakeholder's theory implicitly talks about giving back to the society in wide and varied forms. We

at Sinhgad Institute want to strongly inculcate the values of corporates working in tandem with various charities and Non-Governmental organizations. This has several advantages.

1. Corporatization of NGOs: The students understand the corporate style of managing charities with daily used concepts such as budgets, targets and fulfillment of objectives.

2. Expertise at hand: NGOs which often lack the expertise in formally preparing budgets, accounting take the help of MMS students in formalizing their proposals and reporting thus enabling the students to learn from the recipient's point of view.

4) The practice: SIBM inculcates the values of socially responsible citizens through various days such as yoga days, environmental days which are celebrated in association with charities like Isha foundation. Arrangements with NGOS like Tinker lab give a different angle of entrepreneurship & show methods of generating funds for their own novel social project. An annual visit to a charity orphanage such as Vatsalya trust enables the students to empathize with those unfortunate children of the society.

The 4th semester students are assigned to an NGO / charity for a minimum of 15 days and maximum of a month, to work in these NGOs and make a formal project report on various aspects they have studied. The NGOs with which SIBM is associated are Blue Parijaat, CMCA, Ashray foundation

5) Evidence of success

It is a full unit bearing practical project and it is quite interesting that issues which are taboos like menstrual hygiene are very well presented by the male students through presentations. We a can take pride in stating that not a single student has failed this module since inception and almost 95% plus times the charities have come back and sought help from us in placing the students

6) Problems encountered and resources required

We are yet to penetrate into any major corporate and work with an NGO they have funded or on the project undertaken by them.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

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

As a management institute we are focused on preparing students job ready. Our faculty aims to build upon the theoretical base prepared at the undergraduate level. However, many students who come from a non -commercial background are ill equipped to pick up technical terminology as by the time the student settles the semester ends. The students have to undergo a summer internship immediately after the first semester. With a limited exposure to the practical world they need to undertake a project based on their work undertaken at the workplace. To aid in making student's transition from educational institution to work place as smooth as possible the first semester has been designed in such a way that maximum emphasis is laid down on doing things practically, like the following:

- Convergence module & Induction: Introduction to subjects like Statistics, Research Methodology, Financial Accounting, and Soft Skills

- Weekly Business quiz run in association with Financial Times and Bizwhiz

- Economica 3 D model with a live demonstration

- Business simulation run in computer laboratory

- Ludo style game

- IPL style auction in SPL

A lot of emphasis is laid on grooming the students practically and impart a 3 dimensional TIK teaching experience: Theory - Implementation- Knowledge (TIK)

The following discussions elaborates process in detail using the subject of ECONOMICS

CONVERGENCE MODULE & INDUCTION

During Induction the students are taught how to count tricks (counts) in their hand, how to signal the partner and raise the optimal bid, a fundamental lesson in Economics of allocation of scarce resources to unlimited wants and needs. This is done by playing the Bridge game. Students are taught analyzing annual reports in accounting lectures. Introduction to accounting & statistics is taught in the convergence module, for students of science & commerce background to get a hold on the subjects respectively.

THE FINANCIAL TIMES BUSINESS QUIZ & BIZWHIZ

In the second phase the weekly business brushes them up with all sorts of commercial / economics concepts and the day to day world of economics and finance. This forces them to read the daily commercial news and keep themselves abreast of the commercial developments, either through commercial news channels or reading financial newspapers. The dedicated 1 hour of daily commercial news watching on and off campus ensures that students develop synthesizing abilities so as to understand the implications of economic issues such as the rise in oil prices.

CESIM- FINLAND- BUSINESS SIMULATION

We use a professionally developed simulation which gives them 360-degree exposure to various management concepts which are touched upon in regular classes such as running three shifts by paying overtime and becoming a monopolist, or become a price taker, how to read the economic data and what cues are provided for taking decisions in short run and those needed to be taken in medium term and those needed for strategically long duration. Implications are foreign exchange rate fluctuations and cost of imported raw materials is automatically reflected in a capital budgeting decision where the students evaluate to put up a plant so as to start manufacturing imported raw materials in house. They thus learn about why China as a manufacturing hub is invincible as the local manufacturing still becomes cost ineffective due to the economies of scale.

In short, rather than teaching complex concepts like currency, interest rates, IRR, pay back through a theoretical question, students make decisions about these events and learn from their own experiences. What is important is that an informed decision is taken by the group after a thorough debate, discussions where the various subject teachers act as facilitator and mentors and just forewarn the students of facts ignored by them. Knowledge is not just imparted, it is experienced by the students first hand.

LUDO GAME

The game of Ludo is literally created on the ground and student's make the moves on the alleys or the charted paths if they answer the questions correctly upon the roll of dice.

IPL AUCTION

IPL style auction is a real game changer as the students put physical money from their pockets and learn to take risks and challenges. A database of staff student's flashes on the screen and it narrates the statistics of his tournament details, runs scored, catches taken and wickets taken and like. The students own a team (in groups of 5 joint owners) and the teams in turn bid for the players. Like the real auction an overall cap is placed on the maximum amount the team can spend on players thus limiting their ability to BUY a player. Basically they make a judicious decision about how to allocate their overall budget. 50% of the money is given to the players concerned (the performer gets the stake) and 50% is put in the prize money. The event, thus teaches the students the value of smart bidding and picking the right combination of players to make a winning team thus exposing them to the terminology of golden embrace.

ECONOMICA MODEL

The ECONOMICA model competition expects the students to present any underlying economics concept through a Three dimensional model. The idea here is the students have to use physical material, be creative and not extravagant yet effectively come up with a convincing model which can be understood by a layman yet allowing the experts to quiz them about the intricacies of an underlying concept. These models are judged by a panel of independent judges like professional bankers, personality training grooming experts and others which represent a wider strata of the society.

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

5. CONCLUSION

Additional Information :

Focal Points for Progress:

- **Strengthening of Institute- industry nexus**: In order to inculcate the industry culture & working skills in students, the Institute focuses on Collaboration with various types of industries. SIBM strongly works towards the direction of strengthening the relationship between institute and industry, by high quality student projects, signing MoUs, Summer Internship (SIP) training for students, Internship programs, etc, where student skills are identified and are extended PPOs (Preplacement Offers)
- **Additional courses-** Introduce additional courses like Data analytics, Financial Modelling, Enterprise & Innovation, Advanced Excel, etc, to euip students for the dynamic needs of industry.

Concluding Remarks :

Concluding remarks

In its short span of existence, SIBM-Mumbai has marked its presence in the world of management education.

- The MMS course offered by the institute is accredited by AICTE, Ministry of Education, Government of India.
- The institute has well defined vision, mission considering all the stakeholders of the society.
- The institute has effective feedback mechanism for making changes and improvement in teaching-learning process.
- The faculty adopts student centric methods and use business cases and ICT enabled tools for effective teaching-learning process.

SIBM-Mumbai has managed to grow by leaps and bounds through its well-structured, yet flexible, chain of control and decision-making. The institute aspires to be in the preferred destination for management education aspirants in the country and is working hard to achieve this goal.

The institute has functional MoU's with other educational institutes and industry to enhance the industry-institute interaction in teaching-learning process. It has a transparent mechanism for timely redressal of student grievances. Keeping the vision of Make in India and Atmanirbhar Bharat in mind, SIBM-Mumbai places a special focus on entrepreneurship development. To remain updated and connected in this regard, the institute hosts alumni meet every year.

The institute has adequate state of art infrastructure and learning resources. Institute has well established organizational structure to execute smooth functioning of administrative and academic processes. It has effective welfare measures for teaching and non-teaching staff.

With the gradual shift in management education from theory based to quantitative and computer based, SIBM-Mumbai is investing in developing itself for the future. It is upgrading the skills of the existing faculty member by arranging regular training sessions for them. It is also acquiring new faculty members who can contribute to the new age area areas like business sustainability. In the next few years SIBM-Mumbai hopes to become a

preferred destination for students looking for quality and contemporary management education. The NAAC accreditation process is a step in the same direction

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
2.1.1	**Enrolment percentage** 2.1.1.1. **Number of seats filled year wise during last five years (Only first year admissions to be considered)** Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
49	40	46	43	78

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
54	40	46	43	78

2.1.1.2. **Number of sanctioned seats year wise during last five years**
Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
120	108	108	120	120

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
120	108	108	120	120

Remark : DVV has made the changes as per shared report by HEI. |
| 2.1.2 | *Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years*

2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**
Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
31	17	23	13	23

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
27	17	21	13	23

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
60	54	54	60	60

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
27	17	21	13	23

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

2.4.1	**Percentage of full-time teachers against sanctioned posts during the last five years** 2.4.1.1. **Number of sanctioned posts year wise during the last five years** Answer before DVV Verification: | 2021-22	2020-21	2019-20	2018-19	2017-18 | |---------|---------|---------|---------|---------| | 12 | 12 | 12 | 12 | 16 | Answer After DVV Verification : | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | |---------|---------|---------|---------|---------| | 11 | 11 | 11 | 11 | 15 | Remark : DVV has made the changes as per shared report by HEI.

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

2.4.1.1. **Number of sanctioned posts year wise during the last five years**
Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
12	12	12	12	16

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
11	11	11	11	15

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

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

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. 3 of the above
Remark : DVV has made the changes as per shared report by HEI.

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

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

	Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : DVV has made the changes as per shared report by HEI.

5.2.1	**Percentage of placement of outgoing students and students progressing to higher education during the last five years**
	
	    5.2.1.1. **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**
	Answer before DVV Verification:
	
	Answer After DVV Verification :
	
	5.2.1.2. **Number of outgoing students year wise during the last five years**
	Answer before DVV Verification:
	
	Answer After DVV Verification :
	
	    Remark : DVV has made the changes as per shared report 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: D. 1 of the above
	Remark : DVV has made the changes as per shared report by HEI.

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

Within 5.2.1.1 Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
35	41	37	50	45

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
35	41	37	50	26

Within 5.2.1.2 Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
39	46	43	75	53

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
35	46	43	53	26

the last five years

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has excluded shared excel sheet.

6.5.2

Quality assurance initiatives of the institution include:

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

Answer before DVV Verification : A. Any 4 or more of the above
Answer After DVV Verification: B. Any 3 of the above
Remark : DVV has made the changes as per shared report by HEI.

7.1.2

The Institution has facilities and initiatives for

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

Answer before DVV Verification : A. 4 or All of the above
Answer After DVV Verification: C. 2 of the above
Remark : DVV has not consider shared un-geotagged photos.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 13 Answer after DVV Verification : 14
1.2	**Number of teaching staff / full time teachers year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
9	9	10	8	9

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	9	10	8	9

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